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ABSTRACT

The format of this 23-unit course in Mauritian Creole is based on "microwave" cycles, each cycle beginning with the introduction of new material and ending with the use of that material in communication. A small amount of new material is introduced at a time (usually in a monolog, drill, or dialog) which, after a brief bit of practice is used for communication (in a communication activity or a dialog). An introductory section presents a short description of the history of this form of Creole, considered the national language by many Mauritians, notes on the spelling, and suggestions to the student and the teacher for using the material. Appended are additional dialogs and a section on pronunciation to provide practice on some of the aspects of Mauritian Creole likely to prove troublesome for American learners. An English-Mauritian Creole glossary concludes the text. (AMM)

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MAURITIAN CREOLE: AN INTRODUCTION

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Foreword

This course in Mauritian Creole represents the efforts of many people. The field work necessary for its preparation was carried out by Morris Goodman, who also wrote the introductory section about Mauritian Creole, devised the transcription used, and prepared the initial draft of the Basic Sequence and vocabulary. Loren Nussbaum, utilizing this base, designed the format of the lessons and put the Basic Sequence and vocabulary into their present form. To them, he added the extension materials and the supplementary lessons. Dian Overbey assisted him in these tasks and then supervised the editing and proofreading of the manuscript. William Gage and Irvine Richardson served as consultants to the project. Dr. Gage also prepared the section on Pronunciation Practice. In addition to turning rough drafts into the final typescript, Judith Roberts provided considerable clerical and research assistance.

An incalculable contribution was made by the eight Mauritians who were language informants during the various stages in the development of the materials. Dr. Goodman worked with Serge and Tristan Bruneau, Krishna Coolen, Alain Foo Tam Fong, José Jouaneau and V. Pillay in Mauritius. Clairette Balancy and Francine Bronquer assisted the authors in Washington.

Two earlier sets of materials served as valuable resources. The first was prepared in 1969 in Mauritius by Roland Kiamtia, Balla Parmarvien Kistmassamy, Daniel H. Labonne and M. F. Michel-Ange Seeyave under the direction of Byron Caldwell, Peace Corps Director in Mauritius. The second, Spoken Mauritian Creole, was written in 1970 by Lucia Anzuini, in collaboration with Gerard and Minou de Baylon, for use during the first Peace Corps training program for Mauritius.

Center for Applied Linguistics
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Introduction

I. About the language.

Creole is the language of the overwhelming majority of the 800,000 people of Mauritius, including the 20,000 inhabitants of Rodrigues, its principal dependency; and it is the only language of many of these. Similar, though not identical, forms of Creole French are spoken in the neighboring island of Réunion, an overseas department of France, and in the Seychelle islands to the north. In the western hemisphere varieties of Creole French are spoken in Louisiana, French Guiana (Cayenne) and a number of Caribbean islands, notably the independent republic of Haiti, the two French overseas departments of Martinique and Guadeloupe, and two British affiliated territories, St. Lucia and Dominica. All these dialects developed in the same period and under the same circumstances.

The term Creole is of Spanish or Portuguese origin, meaning someone born in an overseas colony. It was applied even as early as the 17th century to those of African as well as of European descent. It was also applied to the type of language which developed in those colonies. In addition to Creole French there are Creole varieties of other European languages, such as Portuguese and English (for example, the Creole English dialect of Freetown, Sierra Leone, known as Krio).

Although the great bulk of its vocabulary is of French origin, many Mauritian Creole words come from other languages, notably that of Madagascar (called Malagasy or Malgache) and a number of the languages of India, reflecting the diverse origins of the island's population. More recently many English words have come into the language. Furthermore, many words of French origin would be understood by few, if any, present-day Frenchmen, either because they have been greatly altered in meaning or pronunciation, or because

they are from older or dialect forms. Even more striking to those who know French are the enormous grammatical changes that have taken place in Creole, most of them in the direction of simplification. In spite of all these differences, however, a knowledge of French is a great help in learning Creole; but it is by no means a necessity.

Mauritius was uninhabited until its discovery by the Portuguese in the sixteenth century. The Dutch were the first to colonize the island, but they abandoned it in 1710. Mauritius owes its name to them, but few other traces of their occupation survive. In 1715 the French from neighboring Réunion colonized it, importing slaves from Madagascar and various parts of the African mainland. It was as a result of the French occupation that the Creole dialect became established. In 1810, during the Napoleonic wars, Great Britain seized the island and kept it, but they allowed French to be used by the local population. After the abolition of slavery, labor was needed for the sugar estates, and large numbers of Indians were imported, who soon became numerically predominant. More recently, many Chinese immigrated, establishing themselves principally as merchants and storekeepers. Such a diversified population needs a common language, and Creole, understood by over ninety-five percent of the inhabitants, fulfills that function. Younger Mauritians of whatever origin are nearly all more at ease when speaking Creole than when speaking any other language.

However, Creole has never achieved the status of a recognized written language in Mauritius. English is the language of government administration and education; but French is a compulsory subject, and instruction is available in a number of Indian languages. French is the predominant language of the daily newspapers, but most contain some English. One weekly is almost entirely in English, and there are also newspapers in Hindi and Chinese. The use of Creole in newspapers is very restricted, as is discussed in the following section. French and English are the principal languages of Mauritian

radio (where the former predominates) and television (where they are used about equally). There are programs in Hindi and (on radio only) a number of other Indian languages (e.g. Tamil) as well as Chinese. Apart from advertising, Creole is used very infrequently on television and is restricted to one or two regular weekly radio programs (e.g. 'family planning'). American and European films in Mauritius have French dialogue; Indian films are also popular. Signs, bill-boards, and other public notices may be either in French or in English. Those put up by government are written almost entirely in English, while those directed to particular ethnic or religious groups may be in Chinese or one of a number of Indian languages.

The future of Creole as a written or officially used language is uncertain; but now that Mauritius is an independent nation, a number of voices have been raised in favor of according greater recognition to what many Mauritians regard as their national language.

II. Creole spelling:

In Mauritius Creole is not normally written, but it is sometimes used in French-language newspapers, either for entertainment (as in cartoon captions, popular Mauritian song lyrics, and humorous columns) or to quote remarks made in the courtroom, during interviews, at political meetings, etc. The spelling used is very inconsistent but, on the whole, imitates that of French as closely as possible. Mauritians who read French can almost always read it with little trouble. One newspaper uses a phonetic spelling, which is much more easily understood by those who know no French, but which is sometimes confusing to Mauritians already accustomed to the French way of spelling Creole.

The spelling used in this course differs from the others and was designed with two purposes in mind: 1) to be readable to those Mauritians accustomed to reading Creole in a French imitative spelling (this would include virtually all Mauritians who serve as teachers of Creole) and 2) to be easily learned by those accustomed to reading English, whether or not they read French (this would include all Peace Corps trainees).

Proper names of places and people are written the way they are officially spelled. They are easily recognized because they are capitalized. Beau Bassin, la Réunion, Curepipe, Terre Rouge, Rose Hill, Goodlands, l'Angleterre, Krishna, Mamode, Jeanette, etc. Words of obviously English origin are spelled as in English: football (i.e. soccer, not American football), goal, team, refill (i.e. ball point pen), pick-up (i.e. phonograph), pullover, etc. When used in Creole, however, they should be pronounced as Mauritians pronounce them, not as they are pronounced in English.

The sounds of Creole are represented in this text as follows:

- A. Vowels (Creole and English vowels are quite different in pronunciation; only by careful listening and imitation can Creole be correctly pronounced.)

	Creole examples	Closest equivalent in English pronunciation
1. Non-nasal vowels		
a	lacaz, ar	father, car
e, é	mété, disel	blasé, sell
'e' is <u>never</u> silent, even at the end of words, where the accent serves to emphasize this fact; elsewhere, use of the accent is intended to help those who read French and may be disregarded by those who do not.		
i	mersi, lapoliss	pepsi, police
o	foto, lécor	photo, core
ou	trou, group	through, group

2. Nasal vowels

All nasal vowels plus following 'n' or 'm' are underlined; 'm' is written instead of 'n' before 'p' and 'b'.

<u>an</u> , <u>am</u>	gran, <u>vandé</u> , <u>ampessé</u>	wander
<u>in</u> , <u>im</u>	<u>malin</u> , <u>impossib</u> , <u>sink</u> , <u>kinz</u>	sank, cans

'in' is written 'en' after 'i' or 'y':
bien, mwayen.

<u>on</u> , <u>om</u>	calson, <u>tombé</u> , <u>contt</u>	haunt
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B. Consonants

b	bouc <u>ou</u> , disab	book, stab
c	calson <u>u</u>	call

'c' is always sounded like 'k', never like 's'.
To avoid confusion 'k' is written before 'e' and 'i'.

d	dormi, coud	door, good
f	for, sif	for, if

g	gété, figir	get, give, big
'g' is always hard as in "give", "get". Never soft as in "gin" or "rouge".		
gn	gagné, zog <u>no</u> n	like 'ny' in canyon, or 'ni' in onion
k	kilomett	kilometer
'k' has the same sound as 'c'. It is written before 'e' and 'i' and a few cases where French has 'qu' or 'q', e.g. 'kalité' (quality), 'cok' (rooster).		
l	lasamm, disel	last, sell
Note the difference in sound between English and Creole 'l' at the end of words; try to imitate the Creole pronunciation as closely as possible.		
m, mm	mo, lasamm	mow, Sam
'm' is doubled after 'a' and 'o' at the end of words.		
n, nn	banann	banana
'n' is doubled at the end of words (except after 'ou') to avoid confusion with nasal vowels; compare 'lalinn' (moon) and 'malin' (clever).		
p	pa, group	Pa, group
r	rouz, ar	no close English equivalent
English 'r' is so different from that of Creole that a special effort must be made to avoid the English pronunciation; only by careful listening and imitation can Creole be correctly pronounced.		
s, ss	so, goss	so, loss
's' is always doubled at the end of words and generally so between two vowels.		
t, tt	tifi, satt	ten, mat
't' is written double at the end of words.		
v	ver, lavé, iev	veer, wave
z	zomm, vilaz	zeal, jazz

w	swa, lédwa, mwa, zwenn, swiv, dilwil, cw <u>in</u> , lw <u>in</u>	swat, dwarf, swell, swing, will
y	cré <u>y</u> on travay, miray soley, parey <u>an</u> voy gré <u>nou</u> y	crayon These words rhyme most closely with buy, guy -- not with bay, gay. Rhyme most closely with gray, they. These words differ from those ending in 'é'. Compare 'paré' and 'parey', 'lapé' and 'lapey'. Only by careful listen- ing and imitation can these sounds be distinguished. boy, joy phooey, hooey, buoy (for those who pronounce it differently from boy)

Those accustomed to reading French should see Notice below for further clarification of the use of the preceding 'w' and 'y'.

Notice:

Le lecteur doit faire attention à l'emploi des lettres w et y en créole qui diffère sensiblement de leur emploi en français. Les exemples ci-dessous illustrent les différences:

Français

oi: moi, (le) doigt, voir

oin: loin, coin

[N.B. joindre (fr.) zwenn (cr.)]

oui, ui: oui, cuit, suivre, huit

ail, aille: travail, (la) paille

eil: soleil, pareil

ouille: grenouille

Créole

wa: mwa, lédwa, vwar

win: lwin, cwin

wi: wi, cwi, swiv, witt

ay: travay, lapay

ey: soley, parey

ouy: grénouy

Simplification of Spelling:

When writing Creole, those who wish may simplify the spelling system as follows:

- a) All double letters may be written singly except double 'nn' at the end of words; there, using a single 'n' might cause confusion with nasal vowels.
- b) 'c' may be written as 'k' in all cases.
- c) All accents may be dropped from 'e'. It may be helpful, however, to retain the accent on final 'é' as a reminder that it is never silent.

Note on the Spelling of Verbs

The verb 'vini' (to come) and most verbs that end in 'é' drop their final vowel if followed by an object or (in many cases) a prepositional phrase. (Some exceptions are: asté, montré, lé or oulé, loué, zoué.) In the vocabulary the final vowel of such verbs is written in parentheses: manz(é). For some verbs, when the final vowel is dropped, certain other changes in spelling and pronunciation also take place.

These are as follows:

- 1) Final single 'n', 't', and 's' are written double:

vini > vinn

soté > sott

versé > verss

Unlike the changes described in Rules 2 and 3 (below), these changes do not indicate an additional change in pronunciation; they merely follow the spelling rules outlined on page ix.

- 2) Final '-mb' and '-nd' (that is, nasal vowel plus 'b' or 'd') are replaced by '-mm' and '-nn' respectively:

tombé > tomm

vandé > vann

- 3) Final 't' following 's' and final 'r' or 'l' following any consonants are dropped:

resté > ress ('s' is doubled following Rule 1.)

rantré > rantt ('t' is doubled following Rule 1.)

ressamblé > ressam ('-mm' replaces '-mb' following Rule 2.)

III. Using the Course

TO THE STUDENT:

This course has been prepared with the expectation that:

- 1) A native speaker of Mauritian Creole will teach a small class of six to ten students;
- 2) The course will be taught intensively (that is, for three or more hours per day, five days a week);
- 3) The classes will be audio-lingual, that is, students will learn to speak Creole rather than simply learn about the grammatical structure of Creole.

These materials can, of course, be used under other circumstances.

Normally such adaptation is the responsibility of the teacher. However, if it is necessary for you to learn Creole on an individual basis rather than in a class, then it is suggested that you read carefully the following notes addressed to the teacher and the language co-ordinator, since you will have to function, in part, both as a teacher and a student. (Even if you should obtain a Creole tutor with experience in teaching people to speak Creole, you will still, to a considerable extent, have to direct and supervise the learning activities.

TO THE TEACHER:

Organization of the Lessons

This introduction to Mauritian Creole has two major sets of lessons:

- 1) A Basic Sequence which serves to introduce the major grammatical features of the language.
- 2) A sequence of materials which are generally an extension of the topics and grammar introduced in the Basic Sequence.

The materials in the extension sequence (designated as 1X, 2X, etc.) have been designed to allow the teacher considerable latitude and flexibility with respect to the scheduling of the use of these materials:

- a) The entire Basic Sequence can be used before any of the extension lessons.
- b) Or, each extension lesson can be used immediately after the corresponding lesson in the Basic Sequence.
- c) Or, an extension lesson (or part of a lesson) can be used at any time after the corresponding lesson in the Basic Sequence has been introduced.

The latter is probably the best plan of action. It means, of course, that the teacher will have to decide before each class whether to continue on in the Basic Sequence, or whether to turn to some of the extension material. In addition to decision making, this necessitates some system of record-keeping - that is, the teacher will need to know at all times where he is in the Basic Sequence, and what parts of the extension sequence have been used. The use of forms such as the following is suggested:

Basic Sequence

Lesson 1	C-1	C-2	C-3	C-4	D-1	C-6	Dr-1	C-7	H-1
Intro.									
Review									

Lesson 2	M-1	Dr-1	C-1	C-2	C-3	Dr-2	C-4	C-5	C-6	H-1
Intro.										
Review										

Extension Sequence

Lesson 1 C-1 C-2 C-3

Intro.

Review

Lesson 2 M-1 C-1 Dr-1 Dr-2 C-2

Intro.

Review

(A check mark should be placed below each language activity when it has been taught and again when it has been reviewed.)

Each lesson usually consists of a combination of monologs, drills, dialogs, comprehension exercises, and C's. Of all of these, the C-activity is the most important. The monologs and drills are done in preparation for the C-activity, while the dialogs serve to demonstrate the use of C's in more extended conversation. A C is essentially the minimum unit in a conversation; that is, the C's are the building blocks of dialogs.

The basic pedagogical notion underlying the teaching of Creole in these materials is that of the "cycle". A cycle begins with the introduction of new material and ends with the use of that material in communication. Each cycle accordingly has two phases: the manipulation phase, concerned with practice, and the communication phase, concerned with usage. A small amount of new material is introduced (usually in a monolog, drills or handout), which, after a brief bit of practice is used for communication (in a C-activity or a dialog). The aim is to move as quickly as possible from attention to learning mechanics (mimicry for pronunciation and memorization, manipulation of grammatical elements, acquisition of meaning) to a realistic though limited, use of the language. Hence, both the teacher and the student should have communication rather than manipulation as their primary goal.

Throughout the Basic Sequence the student is usually asked to play only one role - that of himself in a Training Program learning Creole. In some of the extension materials, the student is asked to play the role he will have later outside of class: that of a learner of Creole meeting Mauritians in a variety of situations. In addition to his role of "teacher" in the class, the teacher will have to play the part of a variety of Mauritian speakers. In only a few cases, however, is the student asked to play any role other than his own.

The parts in the C's and in the dialogs are usually specified as I and R (initiation and response), T and S (teacher and student), or LL and M (language learner and Mauritian). The materials in the Basic Sequence have been arranged so that the student learns to comprehend what is said to him and make appropriate responses; he is asked to make only limited efforts in initiating conversation. In the extension materials a greater emphasis is placed on taking the lead in conversation.

A few of the dialogs are indicated as taking place between two Mauritian speakers. These provide the learner with an additional opportunity for hearing the language spoken; some teachers may want to assign these parts to students, and have them act out the dialog (role-play) for practice purposes. For extended practice and during reviews, it may be helpful for a student to play the part of "teacher" briefly, teaching a drill and then directing use of a C or a dialog.

The handouts included with many of the lessons serve two purposes: 1) they help the student to know if he has learned the main points of a particular lesson; and 2) they introduce new - though related - material. While these handouts are written, they, in fact, mainly test the students oral comprehension of Creole. No great amount of time should be spent on these, and it should be clear to the student that they are for his benefit, and not that of the teacher, the language co-ordinator, or any other supervisory personnel.

Teaching the Lessons

Instructions for the teaching of materials are given in two places within a lesson:

- 1) At the end of a lesson, in notes to the teacher. These tend to apply to the lesson as a whole.
- 2) In "boxes" with the monologs, dialogs, drills and C's; these tend to be "local" instructions, applicable to the particular activity.

There are basically three steps in teaching a drill:

- 1) Presentation. The teacher presents or demonstrates the drill by doing both the "teacher" and "response" parts himself. To the extent that it is possible, the meanings should be communicated without the use of English; i.e., by the use of pictures, by pointing to objects, by gestures or other appropriate actions.
- 2) Practice. The teacher gives a sentence for students to mimic (either individually or as a group). Each of the sentences should be given twice (to allow the student an opportunity to verify or correct his mimicry):

T:	Mo <u>bien</u> merci.	(mimicry model)
Ss:	Mo <u>bien</u> merci.	(imitating)
T:	Mo <u>bien</u> merci.	(correction/verification model)
Ss:	Mo <u>bien</u> merci.	(correcting/verifying)

The teacher should require as good pronunciation as is possible at the moment, without further recourse to pronunciation exercises.

- 3) Drill. The drill is conducted with the teacher taking his part and the students making the appropriate responses, either individually or as a group.

How much class time should be spent on a lesson? This varies with the abilities of the students and with the length and difficulty of a particular lesson. Before going on to another lesson, you must be satisfied that each

student can thoroughly comprehend all the sentences in the lesson, and can produce the R, S, and LL responses in a comprehensible fashion when they are called for. An exploitation of all of the possibilities of usage and a high degree of production ability can be made a part of the review activities. No lesson has really been learned until it has been reviewed several times and the language in it used outside of class. Although a certain amount of review has been built into the course, the main task of review is left to the teacher. A part of each class period should be devoted to review.

The pronunciation exercises in the appendix should be used as needed for special pronunciation practice. Insistence on accurate pronunciation during all of the learning activities will take care of most of the learning problems.

Visual Aids

Some visual aids are suggested in the lessons, and many are ready at hand in the classroom or the rest of the Training Program environment. Others, however, will have to be collected by the teacher. The following are possible sources:

- 1) Old magazines, newspapers, mail-order catalogues. Advertisements are especially 'rich' in drawings and pictures that can be used in language teaching.
- 2) Toy shops. Inexpensive toys are available that will fill some of the needs for classroom props.
- 3) Sketches by teachers or trainees. In a sizable Training Program there are usually one or more persons who can prepare simple sketches.

In order to have visuals (and objects) at hand when needed, teachers should prepare a list of the required items, lesson by lesson, for a week or more in advance.

A flannel board (or some other arrangement with an easel) is a convenient way of presenting the visuals. They may also be hand-held, but frequently this interferes with a teacher's freedom in conducting the class. A blackboard should be available for simple sketches and ad hoc drawings.

FOR THE LANGUAGE CO-ORDINATOR:

Much that concerns the language co-ordinator is already included in notes elsewhere (to the student and to the teacher). A few general suggestions are made here.

These materials have been prepared on the assumption that they will be available to students as well as to teachers. From the standpoint of size alone, it may be desirable to issue them a section at a time. For pedagogical reasons also, it may be desirable to give students the lessons only after they have already been introduced orally in class. The pace and organization of a Training Program should be such, however, that there will be little opportunity for the student to fall into error by learning to read but not to speak, even if he looks at some of the materials before they are taught in class.

The specific goals and aims of each lesson may not always be understood. Hence, in the briefing session with teachers you should make certain that they have a clear idea what is to be accomplished in each lesson.

It is expected that the teacher review earlier lessons as a routine part of each class period. However, it may be well to plan for some specific review periods, when no new materials are introduced, but a systematic review of lessons is undertaken.

TABLE OF LESSONS

Basic Sequence

1. Greetings and leave-takings.
2. I'm a student. I'm not a teacher.
3. What do you study?
4. What do they study?
5. What did you do yesterday?
What will you do tomorrow?
6. We're Americans. We come from America.
7. He sleeps in his room.
8. When do you watch television?
9. Does he come from Mauritius?
10. What is it? Whose is it?
11. What are you doing (right now)?
12. What do you do with soap?
13. Do you have a pencil?
14. Where is the pencil?
15. How many brothers do you have?
16. Where has your friend gone?
17. What language do you speak?
18. Do you know how many people there are in Mauritius?
19. What do Americans eat?
20. What do Mauritians eat?
21. What color is this shirt?
22. When your hands get dirty, what do you have to do?
23. What are you going to do this afternoon?

Extensions to Basic Sequence

- 1X. More on greetings and leave-taking.
- 2X. He's a chauffeur.
- 3X. He's a chauffeur. He drives a car.
- 4X. They're chauffeurs.
- 5X. Did you go to the movies yesterday?
- 6X. He's a Frenchman. He comes from France.
- 7X. You watch television in the living room.
- 8X. When do you eat lunch?
- 9X. Where are you coming from?
- 10X. Who's that?
- 11X. Where are you going (right now)?
- 12X. What do you use to cut paper?
- 13X. Do you (familiar) have a cigarette?
- 14X. Where's the market?
- 15X. How many days does May have?
- 16X. Please open the window.
- 17X. Have you heard what's happened?
- 18X. Let's go eat.
- 19X. What kinds of sports are there in America?
- 20X. Do you have 'dal pouri' in America?
- 21X. I have to buy lots of things.
- 22X. Why did you do that?
- 23X. What were you doing before you joined the Peace Corps?

24. What kind of work will you do in Mauritius?
25. Describe Marie for me.
26. What time did you get up this morning?
27. When he comes, I'll tell him.

Supplementary Lessons

- 1A. Meeting students.
- 2A. Becoming acquainted.
- 3A. Kids.

Lesson 1 Greetings and leave-taking.

This lesson introduces a common form of greetings and leave-taking. Other forms and variations in the greetings should be taught later.

Point to yourself and tell students your name:

Mo apel [Jean Leblanc].

(Substitute your own name in place of 'Jean Leblanc'.)

Then ask them for their names:

Couman ou apélé?

Teach each student how to answer with his own name:

Dir coumsa: Mo apel [Robert].

(Substitute the names of students in the class in place of 'Robert'.)

When each student is able to respond to the question with ease, have them ask you (and other students) the question:

I: Couman ou apélé?

R: Mo apel [Jean Leblanc].

(The convention of square brackets is used in this course to indicate that the appropriate names or previously learned words should be substituted.)

C-1

I: Bonzour, [Robert].

Hello, [Robert].

Or: Bonswar, [Robert].

R: Bonzour, [Missié Leblanc].

Hello, [Mr. Leblanc].

Or: Bonswar, [Missié Leblanc].

To the Student: Bonzour is said from rising to noon; bonswar is said from noon to retiring.

C-2

I: Ki maniér?

How are you?

R: Bien mersi.

Fine thanks.

C-3

Have the students take the part of 'I'; you take the part of 'R'.

I: Bonzour, [Missié Leblanc].

Hello, [Mr. Leblanc].

R: Bonzour, [Robert].

Hello, [Robert].

I: Ki maniér?

How are you?

R: Mo bien mersi.

I'm fine thanks.

C-4

First have the students take the part of 'I', while you take the part of 'R'. Then reverse the parts (i.e. have the students take 'R' while you take 'I'). Finally have the students take both parts.

I: Ki maniér?

How are you?

R: Mo bien mersi; ki maniér
ou mem?

I'm fine thanks; how are you?

I: Mo bien mersi.

I'm fine thanks.

Dialog - 1

Have the students take both parts in the following dialog.

I: Bonzour, [Robert].R: Bonzour, [Paul].

I: Ki maniér?

R: Mo bien mersi; ki maniér ou mem?I: Mo bien mersi.C-5I: Bonzour, [Robert].R: Bonzour, [Missié Leblanc].I: Ki maniér? Ou bien?

How are you? Are you well?

R: Wi, mo bien mersi.

Yes, I'm fine thanks.

C-6

Repeat C-5 and add the following. Refer to both male and female students, making sure that it is understood that 'li' means both 'he' and 'she'.

I: Ki maniér [Robert]? Li bien?

How is [Robert]? Is he well?

R: Wi, li bien.

Yes, he's fine.

Drill - 1

Have students repeat the following, both as a group and individually.

Model (teacher)

Mo bien.

Ou bien.

Li bien.

Mimicry (students)

Mo bien. (pointing to self)

Ou bien. (pointing to person addressed)

Li bien. (pointing to third person)

C-7

Teach students to say "goodbye" using 'orévwat' and 'salamm'.

Handout - 1

Give each student a copy of the handout on page 1-6, and follow the instructions given on the handout. The purpose of this handout (and others to follow in later lessons) is to provide an opportunity for students to check themselves on whether or not they have understood certain of the essential points in the lesson. (Some of the later handouts are used to introduce new material which is closely related to the preceding classwork.) In using these handouts make sure that the students understand that you are not testing them; they are testing themselves. Do not use these handouts for any sort of grading purpose.

A by-product of using these handouts is that the student is provided with an opportunity to become familiar with the writing of Creole, without any heavy demands being placed on his ability to do this. Although the handout is written, the activity involved (that of the comprehension of Creole) is an oral language activity.

LANGUAGE ACTIVITIES:

Outside of class greet your teachers and fellow students in Creole (rather than in English). Also greet any other Mauritians associated with the training program; listen carefully to any variations they make in response to your greeting.

Ask students and teachers from other classes for their name:

Couman ou apélé?

Mo apel [Paul].

TO THE STUDENT:

Since Mauritians shake hands more frequently than Americans, you should make it a practice to shake hands whenever you greet people or when taking leave of them. If you don't shake hands in situations where Mauritians normally do, you may be regarded as being ill-mannered or unfriendly.

In speaking to people, Mauritians use the name of the person being spoken to (or a substitute such as 'Madamm', 'Mamzel', 'Missié') much more frequently than Americans. This is true not only in the greetings but throughout the entire conversation.

TO THE TEACHER:

The conversational exchanges in the basic sequence of lessons essentially consist of an 'initiation' (a comment or question) and a 'response'. Unless otherwise indicated you should take the part of 'I' (initiation) while the student takes the part of 'R' (response).

These lessons have been designed so that the conversation is usually between teacher and student (an exception occurs in this lesson where students are asked to take both parts of the greetings). While the use of the more formal form of the second person singular pronoun (ou) is appropriate for conversations between teacher and student, the familiar form of the second person pronoun (to) is more appropriate to conversations between student and student; the use of this pronoun is introduced in Lesson 13X. It is suggested that up until that point the conversations take place mainly between teacher and student and that 'ou' rather than 'to' be used.

See Lesson 1X for further materials on greetings and leavetaking. This lesson, or preferably portions of it, should be used at such time as the teacher decides that students are ready to handle more variations to the greetings and leave-taking than are presented in Lesson 1.

In the course of conducting the class, you will need to give some brief instructions and directions. Occasionally it will be necessary to use English, but mainly it should be possible to give such instructions in Creole, especially those which must be given repeatedly. The following are suggested for use with this and later lessons:

Ecouté.
 Ecouté, si-ou-plé.
 Ecouté bien.
 Répété.
 Répété, si-ou-plé.
 Répété, tou dimoun.
 Ecouté é répété.
 Réponn.
 Réponn egzactaman coumsa: '[]'.
 Dir.
 Dir egzactaman coumsa: '[]'.
 Dimann [Robert] coumsa: '[?]'.
 Tou dimoun ansamm.
 Ou tou sel.
 Zott dé. Zott trwa.
 Gett issi.
 Swiv issi.
 Ress trankil.
 Pli for (mo pa tandé).
Ancor pli for.
 Pa enn mo anglé dan class.
 Arett cozé.
 Ferm labouss.

These are only some of the phrases which you may find helpful in conducting classroom activities. During the early lessons be sure to limit the number used to those which are absolutely necessary. Let the meaning of these phrases become clear by the way you use them rather than by giving translations or explanations.

The names Robert, Paul, Marie and Anne are used in these lessons wherever the names of students in the class should be used. Likewise the names Missié Jean Leblanc, Missié Krishna Singh, and Mamzel Nicole Labonne are used wherever the names of Mauritian teachers should be used.

Handout - 1

1. Provide each student with a copy of this handout, folded so that the answer portion is not visible during the test. (The answer portion may be covered instead of folded under.)
2. Read each sentence twice, with a slight pause between each sentence. Students should mark their sheets according to the instructions below.
3. Have students unfold their sheets to check the answers. Pronounce again any of the sentences where students had difficulty.

Instructions:

Listen as your teacher reads the following sentences and indicate (by underlining or circling the appropriate answer) who (I, you, he/she) is being spoken about.

- | | | | | | | |
|-----|---|------|-----|-------|--------|------|
| 1. | I | (mo) | you | (ou*) | he/she | (li) |
| 2. | I | | you | | he/she | |
| 3. | I | | you | | he/she | |
| 4. | I | | you | | he/she | |
| 5. | I | | you | | he/she | |
| 6. | I | | you | | he/she | |
| 7. | I | | you | | he/she | |
| 8. | I | | you | | he/she | |
| 9. | I | | you | | he/she | |
| 10. | I | | you | | he/she | |
| 11. | I | | you | | he/she | |
| 12. | I | | you | | he/she | |
| 13. | I | | you | | he/she | |

fold here

1. Ou bien?
2. Mo bien merci.
3. Ki maniér ou mem?
4. Mo tré bien merci.
5. Ki maniér [Robert]? Li bien?
6. Wi, li bien.
7. Couman ou apélé?
8. Mo apel [Jean Leblanc].
9. Li apel [Paul].
10. Li enn zélev.
11. Li enn professér.
12. Mo enn professér.
13. Ou enn zélev.

* 'Ou' is the way the sound u (as in English through, group, and boot, etc.) is written in French, and this convention is throughout this course in writing Creole.

Lesson 2 I'm a student. I'm not a teacher.

This is a lesson on identifying oneself and others according to profession or occupation. Students should recognize and use the three singular pronouns (mo, ou, li) and the negative (pa) with ease.

Monolog - 1

Present the following as a monolog.

Mo enn professér (pointing to self).
Mo pa enn zélev.

Ou enn zélev (pointing to person addressed).
Ou pa enn professér.

Li enn zélev (pointing to third person).
Li pa enn professér.

I'm a teacher.

I'm not a student.

You're a student.
You're not a teacher.

He's a student.
He's not a teacher.

Drill - 1

Have students respond affirmatively to the following questions, first as a group and then as individuals.

Teacher

Mo enn professér?

Ou enn zélev?

[Robert] enn zélev?

Li enn zélev?

Response

Wi, ou enn professér.

Wi, mo enn zélev.

Wi, [Robert] enn zélev.

Wi, li enn zélev.

C-1

I: [Robert], mo enn professér?

R: Wi, ou enn professér.

[Robert], am I a teacher?

Yes, you're a teacher.

C-2

I: [Robert], ou enn zélev?

R: Wi, mo enn zélev.

[Robert], are you a student?

Yes, I'm a student.

C-3

I: [Robert], [Paul] enn zélev?

[Robert], is [Paul] a student?

R: Wi, li enn zélev.

Yes, he's a student.

Drill - 2

Have the students respond negatively to the following questions.

TeacherResponse (group/individual)

Mo enn zélev?

Non, ou pa enn zélev.

Ou enn professér?

Non, mo pa enn professér.

[Robert] enn professér?

Non, [Robert] pa enn professér.

Li enn professér?

Non, li pa enn professér.C-4

I: [Robert], ou enn professér?

[Robert], are you a teacher?

R: Non, mo pa enn professér;
mo enn zélev.No, I'm not a teacher; I'm
a student.C-5

I: [Robert], mo enn zélev?

[Robert], am I a student?

R: Non, ou pa enn zélev; ou
enn professér.No, you're not a student;
you're a teacher.C-6

I: [Robert], [Paul] enn [professér]?

[Robert], is [Paul] a [teacher]?

R: Non, li pa enn [professér]; li
enn [zélev].No, he's not a [teacher]; he's
a [student].Handout - 1In using Handout - 1 on page 2-4, follow the same procedures that were
used with Handout - 1 in Lesson 1.

LANGUAGE ACTIVITY:

As you meet members of the training program during the remainder of the day, consciously ask yourself the questions

Li enn professér?

Li enn zélev?

and answer yourself

Wi, li enn professér.

Wi, li enn zélev.

Non, li pa enn professér.

Non, li pa enn zélev.

TO THE TEACHER:

In teaching Drills 1 and 2, follow these steps:

- 1) Demonstrate the two parts of the drill (taking both parts yourself).
- 2) Have students mimic the response column:

Model (by teacher)

Wi, ou enn professér.

Wi, ou enn zélev.

etc.

Mimicry (by student/s)

Wi, ou enn professér.

Wi, ou enn zélev.

etc.

- 3) Have students respond to your questions, first in the order given, and then at random.

Handout - 1

Follow the same procedures as were used with Handout - 1 in Lesson 1.

Note how 'pa' is used in Creole
to indicate the negative:

Li enn zélev. He's a student.
Li pa enn professér. He's not a teacher.

Li aprann créol. He's learning Creole.
Li pa aprann fransé. He's not learning French.

Listen carefully as your teacher
reads a sentence twice and in-
dicate if it is affirmative or
negative (indicated by 'pa').

- | 1. affirmative | negative |
|----------------|----------|
| 2. aff | neg |
| 3. aff | neg |
| 4. aff | neg |
| 5. aff | neg |
| 6. aff | neg |
| 7. aff | neg |
| 8. aff | neg |
| 9. aff | neg |
| 10. aff | neg |
| 11. aff | neg |
| 12. aff | neg |
| 13. aff | neg |
| 14. aff | neg |
| 15. aff | neg |
| 16. aff | neg |
| 17. aff | neg |
| 18. aff | neg |

fold here

1. Li enn professér.
2. Li pa enn zélev.
3. [Robert] pa enn professér.
4. Li pa enn professér.
5. Li enn zélev.
6. Ou enn zélev.
7. Ou pa enn professér.
8. Ou aprann créol.
9. Ou pa aprann fransé.
10. Mo pa montré fransé.
11. Mo montré créol.
12. Mo enn professér.
13. Mo pa enn zélev.
14. [Mamzel Labonne] pa enn zélev.
15. Li montré créol.
16. Mo bien mersi.
17. Ki maniér ou mem?
18. Li pa bien.

Lesson 3 What do you study?

This is a lesson on identifying one's occupational activity and asking (ki?) the same about someone else.

Monolog - 1

Mo enn professér; mo montré créol.

[Robert], ou enn zélev; ou aprann créol.

[Robert] enn zélev; li aprann créol.

[Missié Leblanc] enn professér; li montré créol.

I'm a teacher; I teach Creole.

[Robert], you are a student; you study Creole.

[Robert] is a student; he studies Creole.

[Mr. Leblanc] is a teacher; he teaches Creole.

C-1

I: Mo enn professér; ki mo montré?

R: Ou montré créol.

I: Wi, mo montré créol.

I'm a teacher; what do I teach?

You teach Creole.

Yes, I teach Creole.

C-2

I: [Robert], ou enn zélev; ki ou aprann?

R: Mo aprann créol.

I: Wi, ou aprann créol.

[Robert], you're a student; what do you study?

I study Creole.

Yes, you study Creole.

C-3

I: [Missié Leblanc] enn professér; ki li montré?

R: Li montré créol.

I: Wi, li montré créol.

[Mr. Leblanc] is a teacher; what does he teach?

He teaches Creole.

Yes, he teaches Creole.

C-4

I: [Robert] enn zélev; ki li aprann?

R: Li aprann créol.

I: Wi, li aprann créol.

[Robert] is a student; what does he study?

He studies Creole.

Yes, he studies Creole.

Dialog - 1

I: <u>Bonzour</u> [Robert].	Good morning, [Robert].
R: <u>Bonzour</u> [Missié Leblanc].	Good morning, [Mr. Leblanc].
I: Ki maniér? Ou <u>bien</u> ?	How are you? Are you fine?
R: Wi, mo <u>bien</u> mersi.	Yes, I'm fine thanks.
I: Ou enn zélev?	Are you a student?
R: Wi, mo enn zélev.	Yes, I'm a student.
I: Ki ou aprann?	What do you study?
R: Mo aprann créol.	I study Creole.

Drill - 1

First demonstrate this drill by taking both parts yourself and then have students practice the response.

<u>Teacher</u>	<u>Response (student)</u>	<u>Teacher</u>
[Robert] enn zélev.	Ki li aprann?	Li aprann créol.
[Missié Leblanc] enn professér.	Ki li <u>montré</u> ?	Li <u>montré</u> créol.
Mo enn professér.	Ki ou <u>montré</u> ?	Mo <u>montré</u> créol.

Handout - 1

In using Handout - 1 on page 3-3, follow the same procedures that were used with Handout - 1 in Lesson 1.

Handout - 1

Follow the same procedures as were used with Handout - 1 in Lesson 1.

Frequently the only difference between a yes - no question and a statement is that of intonation. Note this difference as your teacher reads the following examples (listening especially to the pitch rise on the end of the questions):

Li enn professér. Li enn professér?
 Li enn zélev. Li enn zélev?
 Li enn secrétér. Li enn secrétér?

Listen carefully to each sentence and indicate if it is a statement or a question.

1.	Statement	Question
2.	S	Q
3.	S	Q
4.	S	Q
5.	S	Q
6.	S	Q
7.	S	Q
8.	S	Q
9.	S	Q
10.	S	Q
11.	S	Q
12.	S	Q
13.	S	Q
14.	S	Q
15.	S	Q
16.	S	Q
17.	S	Q
18.	S	Q
19.	S	Q
20.	S	Q
21.	S	Q
22.	S	Q

fold here

1. Li enn zélev.
2. Li enn zélev?
3. Li enn secrétér?
4. Li enn professér.
5. Ou aprann créol.
6. Li montré créol.
7. Ou montré créol?
8. Ou enn professér?
9. Li aprann fransé.
10. Ou bien?
11. Li bien.
12. Ou enn zélev?
13. Ou aprann fransé?
14. Mo aprann créol.
15. Zott aprann créol?
16. Zott bien.
17. Li bien?
18. Li montré fransé?
19. Ou enn secrétér.
20. Li enn secrétér.
21. Zott montré fransé?
22. Zott aprann créol.

Lesson 4 What do they study?

This lesson introduces the pronoun 'zott' (they) and the conjunction 'ec' (and).

C-1

I: [Robert] enn zélev; [Paul] enn zélev. Ki zott aprann?

[Robert] is a student; [Paul] is a student. What do they study?

R: Zott aprann créol.

They study Creole.

I: Wi, zott aprann créol.

Yes, they study Creole.

Repeat C-1 using the names of three students.

C-2

I: [Missié Leblanc] enn professér;
[Mamzel Labonne] enn professér.
Ki zott montré?

R: Zott montré créol.

They teach Creole.

I: Wi, zott montré créol.

Repeat C-2 using the names of three teachers.

C-3

I: Li (pointing) enn zélev; li
(pointing to another student) enn zélev. Ki zott aprann?

R: Zott aprann créol.

I: Wi, zott aprann créol.

Repeat C-3, pointing to three students and identifying each one with 'li' (he/she).

C-4

Use a picture (or pictures) of several teachers for the following.
If pictures are not available, refer to the teachers by name.

I: Li (pointing) enn professér;
li (pointing to another teacher)
enn professér. Ki zott montré?

R: Zott montré créol.

Drill - 1

Have students respond affirmatively to the following questions. Note that the names refer to people spoken about not people being addressed.

TeacherResponse

Ou aprann créol?

Wi, mo aprann créol.

[Robert], li aprann créol?

Wi, li aprann créol.

[Robert] ec [Paul], zott aprann
créol?

Wi, zott aprann créol.

Mo montré créol?

Wi, ou montré créol.

[Missié Leblanc] enn professér.

Wi, li montré créol.

Li montré créol?

[Missié Leblanc] ec [Mamzel Labonne],
zott montré créol?

Wi, zott montré créol.

Drill - 2

Have the students respond negatively to the following questions.

TeacherResponse

Ou montré créol?

Non, mo pa montré créol.

Ou aprann fransé?

Non, mo pa aprann fransé.

[Robert], li aprann fransé?

Non, li pa aprann fransé.

[Robert] ec [Paul], zott aprann
fransé?

Non, zott pa aprann fransé.

[Missié Leblanc] ec [Mamzel Labonne],
zott montré fransé?

Non, zott pa montré fransé.

Handout - 1

Give each student a copy of the handout on page 4-5, and follow the same procedures as were used with Handout - 1 in Lesson 1.

C-5

I: [Robert] enn zélev. Li
aprann fransé?

R: Non, li pa aprann fransé.
Li aprann créol.

C-6

I: [Missié Leblanc] enn professér.
Li montré fransé?

R: Non, li pa montré fransé. Li
montré créol.

C-7

I: [Robert] enn zélev; [Paul] enn
zélev. Zott aprann fransé?

R: Non, zott pa aprann fransé.
Zott aprann créol.

Repeat C-7, using 'professér' in place of 'zélev' and 'montré' in place of 'aprann'.

Dialog - 1

I: Bonzour, [Robert].

R: Bonzour, [Paul].

I: Ki maniér?

R: Mo bien mersi; ki maniér ou mem?

I: Mo bien mersi. Ki maniér ou fami?

I'm fine thanks. How is your family?

R: Zott bien.

C-8

I: [Robert], couman zott apélé
(pointing to other students in the class)?

R: Zott apel [Paul], [Marie], ec [Anne].

LANGUAGE ACTIVITY:

As you encounter people outside of class, consciously ask yourself

Ki li aprann?

Ki li montré?

Ki zott aprann?

Li montré [créol]?

Li aprann [fransé]?

Zott [aprann] [créol]?

and supply the appropriate answers

Li aprann créol.

Li montré créol.

Zott aprann créol.

etc.

TO THE TEACHER:

The pronoun 'zott' (you plural) will be introduced in Lesson 6.

Be careful to use 'ec' rather than 'ar' in the Basic Sequence of lessons. The use of 'ar' as a synonym of 'ec' can be introduced anytime after the Basic Sequence has been completed.

Handout - 1

Listen carefully as your teacher reads the following sentences and write 'mo' (I), 'ou' (you), 'li' (he/she) or 'zott' (they) in the appropriate blank.

1. _____ enn professér.
2. _____ enn zélev.
3. _____ aprann créol.
4. _____, aprann créol.
5. _____ montré créol.
6. Ki _____ montré?
7. _____ pa enn professér.
8. _____ enn professér.
9. _____ enn secrétér?
10. Ki maniér _____ mem?
11. _____ aprann créol.
12. _____ pa aprann fransé.
13. _____ zélev.
14. _____ aprann créol.
15. _____ pa montré fransé.
16. Ki _____ aprann?
17. Ki _____ aprann?
18. _____ aprann créol.
19. _____ pa montré créol.
20. _____ pa montré fransé.

fold here

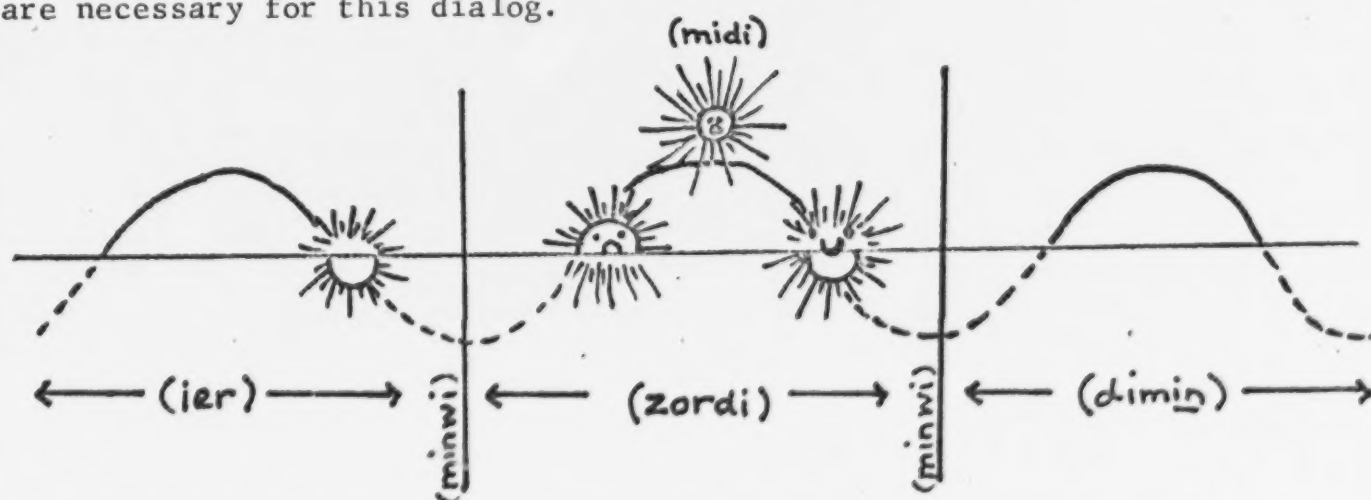
1. Mo enn professér.
2. Ou enn zélev.
3. Ou aprann créol.
4. Li aprann créol.
5. Mo montré créol.
6. Ki mo montré?
7. Ou pa enn professér.
8. Li enn professér.
9. Ou enn secrétér?
10. Ki maniér ou mem?
11. [Robert] ec [Marie], zott aprann créol.
12. Zott pa aprann fransé.
13. Zott zélev.
14. Li aprann créol.
15. Mo pa montré fransé.
16. Ki li aprann?
17. Ki zott aprann?
18. Zott aprann créol.
19. Zott pa montré créol.
20. Li pa montré fransé.

Lesson 5 What did you do yesterday? What will you do tomorrow?

In this lesson students are to learn how to speak about past (ti) and future (pou) events.

Dialog - 1

A sketch like the following may be placed on the blackboard for teaching the time adverbs (ier, granmatin, dimin, zordi-aswar, tanto, etc.) which are necessary for this dialog.



I: Bonzour (to whole class).

R: Bonzour.

I: Bonzour, [Robert]. Ki maniér?

R: Mo bien mersi. Ki maniér ou mem?

I: Mo bien mersi. [Robert] ou enn zélev?

R: Wi, mo enn zélev.

I: Ou aprann créol?

R: Wi, mo aprann créol.

I: [Ier] ou ti aprann créol?

R: Wi, [ier] mo ti aprann créol.

I: [Dimin] ou pou aprann créol?

R: Non, [dimin] mo pa pou aprann créol.

Good morning.

Good morning.

Good morning, [Robert]. How are you?

I'm fine thanks. How are you?

I'm fine thanks. [Robert], are you a student?

Yes, I'm a student.

Do you study Creole?

Yes, I study Creole.

Did you study Creole [yesterday]?

Yes, I studied Creole [yesterday].

Will you study Creole [tomorrow]?

No, I won't study Creole [tomorrow].

Handout - 1

Give each student a copy of the handout on page 5-5, and follow the usual procedures.

Drill - 1

Note that some of the questions below refer to events that took place earlier in the day.

Teacher

Ier ou ti aprann créol?

Granmatin ou ti aprann créol?

Zordi ou ti aprann créol?

Tanto ou ti aprann créol?

Did you study Creole yesterday?

Did you study Creole this morning?

Did you study Creole today?

Did you study Creole in the afternoon?

Response 1

Wi, ier mo ti aprann créol.

---, granmatin -----.

---, zordi -----.

---, tanto -----.

Response 2

Non, ier mo pa ti aprann créol.

---, granmatin -----.

---, zordi -----.

---, tanto -----.

Drill - 2

Note that some of the questions below refer to events that will take place later in the day.

Teacher

Dimin ou pou aprann créol?

Zordi -----?

Zordi-aswar -----?

Tanto -----?

Will you study Creole tomorrow?

Will you study Creole today?

Will you study Creole this evening?

Will you study Creole in the afternoon?

Response 1

Wi, dimin mo pou aprann créol.

Response 2

Non, dimin mo pa pou aprann créol.

Wi, zordi mo pou aprann créol.
 --, zordi-aswar -----,
 --, tanto -----.

Non, zordi mo pa pou aprann créol.
 ---, zordi-aswar -----,
 ---, tanto -----.

C-1

I: [Ier] ki ou ti fer?
 R: [Ier] mo ti aprann créol.
 I: Wi, [ier] ou ti aprann créol.

What did you do yesterday?

Use other time adverbs such as 'granmatin' in place of 'ier'.

C-2

I: [Dimin] ki ou pou fer?
 R: [Dimin] mo pou aprann créol.

What will you do tomorrow?

Also use other time adverbs such as 'zordi-aswar' in place of 'dimin'.

C-3

I: [Ier] ki [Robert] [ti] fer?
 R: [Ier] [Robert] [ti] aprann créol.

Also use other time adverbs in place of 'ier' and use 'pou' in place of 'ti'.

C-4

I: Acott [ou] aprann créol?
 R: [Mo] aprann créol dan class.
 I: Wi, [ou] aprann créol dan class.

Where do [you] learn Creole?
 [I] learn Creole in class.

Also use the names of students in place of 'ou' and 'mo'.

C-5

I: [Ier] acott ou [ti] aprann
créol?

[Yesterday] where [did] you
study Creole?

R: [Ier] mo [ti] aprann créol
dan class.

Also use 'dimin' in place of 'ier'.

C-6

I: Acott mo montré créol?

R: Ou montré créol dan class.

C-7

I: [Ier] acott mo [ti] montré créol?

R: [Ier] ou [ti] montré créol dan class.

LANGUAGE ACTIVITY:

While it is true that you are studying Creole in class (C-4), that is hardly the information a Mauritian is looking for when he asks you

Acott ou aprann créol?

Rather he expects the name of some place or school. Hence learn the appropriate answer

Mo aprann créol [Port Louis].

and use it outside of class when one of the teachers or some other Mauritian asks where you are learning Creole.

TO THE TEACHER

Add the following to the classroom phrases you are currently using:

Anou coumansé.

Let's begin.

Anou continié.

Let's continue.

Anou répété.

Let's repeat.

Handout - 1

In the examples below note that 'ti' is used to indicate past events, while 'pou' is used to indicate anticipated (future) events:

Ier mo ti aprann créol.
Yesterday I studied Creole.

Dimin mo pou aprann
Tomorrow I'll study Creole.

Listen carefully as your teacher reads each sentence, and indicate if the sentence is past (ti) or future (pou).

- | | | |
|----|-----------|--------------|
| 1. | past (ti) | future (pou) |
| 2. | past | future |
| 3. | past | future |
| 4. | past | future |
| 5. | past | future |
| 6. | past | future |

Write 'ti' or 'pou' in the appropriate blank.

7. Tanto (in the afternoon) li ____ aprann créol.
8. Tanto zott ____ aprann fransé.
9. Zordi (today) ou ____ aprann créol.
10. Zordi-aswar (tonight) mo ____ montré créol.
11. Granmatin (in the morning) mo ____ montré créol.
12. Dimin zott ____ aprann fransé.
13. Ier mo ____ al (go to) dan class.
14. Tanto li ____ al dan class.

1. Ier mo ti montré créol.
2. Dimin mo pou montré créol.
3. Ier ou ti montré créol.
4. Ier ou ti aprann créol.
5. Dimin ou pou aprann créol.
6. Dimin li pou montré créol.
7. Tanto li pou aprann créol.
8. Tanto zott ti aprann fransé.
9. Zordi ou pou aprann créol.
10. Zordi-aswar mo pou montré créol.
11. Granmatin mo ti montré créol.
12. Dimin zott pou aprann fransé.
13. Ier mo ti al dan class.
14. Tanto li ti al dan class.

fold here

15. Zordi-aswar ou _____ al dan libréri (to the library).
16. Ou _____ al dan class zordi?
17. Ou _____ al dansé (go dancing) samdi (Saturday)?
18. Ou _____ al dansé samdi?
19. Mo _____ al dan class tanto.
20. Ier mo _____ al dan laboutik (store, shop; cf. 'boutique').

-----fold here-----

15. Zordi-aswar ou pou al dan libréri.
16. Ou pou al dan class zordi?
17. Ou ti al dansé samdi?
18. Ou pou al dansé samdi?
19. Mo ti al dan class tanto.
20. Ier mo ti al dan laboutik.

Lesson 6 We're Americans. We come from America.

This is a lesson on identifying one's nationality and country of origin. Students should be able to distinguish 'zott' (you plural) from 'zott' (they) by the situation in which they occur.

Monolog - 1

Present the following as a monolog, using maps of Mauritius and the United States.

Mo enn morissien/morissienn; mo sorti Maurice (moriss).

I am a Mauritian; I come from Mauritius.

[Robert], ou enn amérikin; ou sorti l'Amérique (lamérik).

[Robert], you are an American; you come from America.

[Marie], ou enn amérikenn; ou sorti l'Amérique.

[Missié Leblanc] enn morissien; li sorti Maurice.

[Mamzel Labonne] enn morissienn; li sorti Maurice.

C-1

I: [Robert], acott ou sorti?

[Robert], where do you come from?

R: Mo sorti l'Amérique.

I come from America.

Drill - 1Teacher

Eski [Robert] enn amérikin?

Response

Wi, li enn amérikin.

Eski [Marie] enn amérikenn?

Wi, li enn amérikenn.

*

*

*

Eski [Robert] enn amérikenn?

Non, li enn amérikin.

Eski [Marie] enn amérikin?

Non, li enn amérikenn.

Handout - 1C-2

I: Ou enn amérikin/amérikenn?

Are you an American?

R: Wi, mo enn amérikin/amérikenn.

Yes, I'm an American.

C-3

- | | |
|--|--|
| I: [Robert], acott [Paul/Marie] sorti? | [Robert], where does [Paul/Marie] come from? |
| R: Li sorti [l'Amérique]. | He's/she's from [America]. |
| I: Li enn [amérikin/amérikenn]? | Is he/she an American? |
| R: Wi, li enn [amérikin/amérikenn]. | Yes, he's/she's an [American]. |

Also use 'Maurice' and 'morissien/morissienn' in the above.

C-4

- | | |
|---|---|
| I: [Robert] enn amérikin; [Marie] enn amérikenn. Acott zott sorti? | [Robert] is an American; [Marie] is an American. Where do they come from? |
| R: Zott sorti l'Amérique. | They come from America. |
| I: [Missié Leblanc] enn morissien; [Mamzel Labonne] enn morissienn. Acott zott sorti? | |
| R: Zott sorti Maurice. | |

Drill - 2

In this drill use the names of well-known Americans in the places left blank (e.g. John Wayne sorti l'Amérique?).

TeacherResponse

- | | |
|--|----------------------------|
| [Robert] sorti l'Amérique? | Wi, li sorti l'Amérique. |
| [] sorti l'Amérique? | Wi, li sorti l'Amérique. |
| [Robert] ec [Marie] sorti l'Amérique? | Wi, zott sorti l'Amérique. |
| [] ec [] sorti l'Amérique? | Wi, zott sorti l'Amérique. |

Monolog - 2

Present the following as a monolog.

Mo enn morissien/morissienn; [Missié Leblanc] enn morissien. Nou sorti Maurice.

I am a Mauritian; [Mr. Leblanc] is a Mauritian. We come from Maurice.

[Robert], ou enn amérikin. [Marie] ou enn amérikenn. Zott sorti l'Amérique.

[Robert] you are an American.
[Marie] you are an American.
You come from America.

[Robert, Marie], zott amérikin. Zott sorti l'Amérique.

[Robert, Paul, Marie, Anne] zott amérikin.
Zott sorti l'Amérique.

C-5

I: Mo enn morissien/morissienn; [Missié Leblanc] enn morissien. Acott nou sorti?

I am a Mauritian; Mr. Leblanc is a Mauritian. Where do we come from?

R: Zott sorti Maurice.

You come from Mauritius.

I: Mo enn professér. [Mamzel Labonne] enn professér. Ki nou montré?

R: Zott montré créol.

C-6

I: [Robert], ou enn amérikin; [Marie] ou enn amérikenn. Acott zott sorti?

R: Nou sorti l'Amérique.

I: Wi, zott sorti l'Amérique.

C-7

I: [Robert], ou enn amérikin; [Anne] (of an absent person) enn amérikenn. Acott zott sorti?

R: Nou sorti l'Amérique.

I: Wi, zott sorti l'Amérique.

Drill - 3TeacherResponse

[Robert], eski ou, ou (pointing)
sorti l'Amérique?

Wi, mo sorti l'Amérique.

[Robert], eski mwa, mo (pointing)
sorti Maurice?

Wi, ou sorti Maurice.

[Robert], eski [Paul], li (pointing)
sorti l'Amérique?

Wi, li sorti l'Amérique.

[Robert], eski ou ec [Paul], zott
(pointing) sorti l'Amérique?

Wi, nou sorti l'Amérique.

[Robert], eski mwa ec [Mamzel Labonne],
nou (pointing) sorti Maurice?

Wi, zott sorti Maurice.

[Robert], eski [Paul] ec [Marie], zott
(pointing) sorti l'Amérique?

Wi, zott sorti l'Amérique.

Also ask the above questions at random.

Handout - 2

LANGUAGE ACTIVITY:

As you meet people during the remainder of the day, consciously ask yourself the questions

Acott li sorti?

Acott zott sorti?

and answer yourself

Li sorti Maurice. Li enn morissien/morissienn.

Li sorti l'Amérique. Li enn amérikⁱⁿ/amérikenn.

Zott sorti Maurice. Zott morissien/morissienn.

Zott sorti l'Amérique. Zott amérikⁱⁿ/amérikenn.

TO THE STUDENT:

The masculine - feminine distinction which is so characteristic of French vocabulary survives in Creole in only a few words, such as

masculine

feminine

amérikin

amérikenn

morissien

morissienn

Handout - 1

The masculine-feminine distinction, which is so characteristic of French vocabulary, survives in Creole in only a few words. Listen as your teacher pronounces the Creole for the following:

Mauritian (man)	Mauritian (woman)
morissien	morissienn

American (man)	American (woman)
amérikin	amérikenn

Indian (man)	Indian (woman)
indien	indienn

The words for a man end in a nasalized vowel, while those for a woman end in the consonant 'n'.

The following are distinguished in Creole by a different means; can you tell what it is as your teacher pronounces the Creole for the following?

Frenchman	French woman
fransé	fransez
Englishman	English woman
anglé	anglez
Chinese man	Chinese woman
sinwa	sinwaz

Listen carefully to each sentence and indicate if the person named is a man or a woman.

- | | |
|--------|-------|
| 1. man | woman |
| 2. man | woman |
| 3. man | woman |
| 4. man | woman |
| 5. man | woman |
| 6. man | woman |

-----fold here-----

- | |
|-----------------------------------|
| 1. Li enn amérikin. |
| 2. Li enn morissienn. |
| 3. Mamzel Labonne enn morissienn. |
| 4. Robert enn amérikin. |
| 5. Li pa enn amérikenn. |
| 6. Missié Singh enn indien. |

7. man woman
8. man woman
9. man woman
10. man woman
11. man woman
12. man woman
13. man woman

-----fold here-----

7. Li pa enn indienn.
8. Li sorti la France. Li enn fransé.
9. Li sorti l'Angleterre. Li enn anglez.
10. Li pa enn fransé.
11. Li enn sinwa.
12. Marie, eski ou enn sinwaz?
13. Li enn fransez.

Handout - 2

While 'zott' meaning 'you plural' and 'zott' meaning 'they' are pronounced the same in Creole, the situation usually makes clear which meaning is meant. (Mauritians have even less difficulty distinguishing these two than English speakers have with 'you singular' and 'you plural').

While a larger context is usually available, the meaning of 'zott' can be distinguished even in restricted contexts such as the sets of sentences below.

Write the pronouns (mo, ou, li nou, zott, zott) in the blank spaces.

1. A: Ki maniér ou fami?
B: _____ bien.
2. A: Nou aprann créol.
B: Eski _____ sorti l'Amérique?
3. _____

_____ sorti Maurice.
4. Robert enn amérikin.
_____ enn amérikin.
_____ sorti l'Amérique.
5. Missié Singh, _____ enn morissien.
_____ enn morissien oussi.
_____ sorti Maurice.
6. Robert, _____ enn amérikin.
Paul, _____ enn amérikin oussi.
_____ sorti l'Amérique.
7. A: _____
B: Eski _____ aprann créol?
8. A: Zott sorti l'Amérique?
B: Wi, _____ sorti l'Amérique.
9. A: Zott sorti Maurice?
B: Non, _____ pa sorti Maurice.
10. A: _____
B: _____ _____?

fold here

1. A: Ki maniér ou fami?
B: Zott bien.
2. A: Nou aprann créol.
B: Eski zott sorti l'Amérique?
3. Mamzel Labonne enn morissienn.
Missié Singh enn morissien.
Zott sorti Maurice.
4. Robert enn amérikin.
Ou enn amérikin.
Zott sorti l'Amérique.
5. Missié Singh, li enn morissien.
Mo enn morissien oussi.
Nou sorti Maurice.
6. Robert, li enn amérikin.
Paul, ou enn amérikin oussi.
Zott sorti l'Amérique.
7. A: Robert ec Paul aprann créol.
B: Eski zott aprann créol?
8. A: Zott sorti l'Amérique?
B: Wi, nou sorti l'Amérique.
9. A: Zott sorti Maurice?
B: Non, zott pa sorti Maurice.
10. A: Nou sorti l'Amérique.
B: Acott zott sorti?

Lesson 7 He sleeps in his room.

This lesson identifies the place where certain activities usually take place (e.g., I sleep in my room).

Dialog - 1

I: <u>Bonzour</u> , zélev.	Good morning, students.
R: (All together) <u>bonzour</u> , [Missié].	Good morning, [sir].
I: <u>Bonzour</u> , [Robert], ki maniér?	Good morning, [Robert], how are you?
R: Mo <u>bien</u> mersi; ki maniér ou mem?	I'm fine thanks; how are you?
I: Ala maniér.	I'm okay.

C-1

I: [Robert], acott ou aprann créol?
 R: Mo aprann créol dan class.
 I: Wi, ou aprann créol dan class.

C-2

I: Acott ou dormi?	Where do you sleep?
R: Mo dormi <u>dan</u> mo lasamm.	I sleep in my room.

C-3

I: [Ier] acott ou [ti] dormi?	Where [did] you sleep [yesterday]?
R: [Ier] mo [ti] dormi <u>dan</u> mo lasamm.	[Yesterday] I slept in my room.

C-4

I: [Robert], ou dormi <u>dan</u> class?	[Robert], do you sleep in class?
R: <u>Non</u> , mo pa dormi <u>dan</u> class. Mo dormi <u>dan</u> mo lasamm.	No, I don't sleep in class. I sleep in my room.

C-5

I: Ki ou fer dan class?

What do you do in class?

R: Mo aprann créol dan class.

I: Wi, ou aprann créol dan class.

C-6

I: Ki ou fer dan ou lasamm?

What do you do in your room?

R: Mo dormi dan mo lasamm.

C-7

I: Ki mo fer dan class?

R: Ou montré créol dan class.

C-8

I: Ki Robert fer dan class?

R: Li aprann créol dan class.

I: Ki li fer dan so lasamm?

What does he do in his room?

R: Li dormi dan so lasamm.

C-9

I: Ki ou aprann dan class?

R: Mo aprann créol dan class.

Drill - 1Teacher

Dir mwa ki [Robert] fer dan class.

Dir mwa ki [Robert] fer dan so lasamm.

Dir mwa ki ou aprann dan class.

Dir mwa ki [Missié Singh] montré dan class.

Dir mwa acott ou aprann créol.

Dir mwa acott [Robert] ec [Paul] dormi.

Response

[Robert] aprann créol dan class.

[Robert] dormi dan so lasamm.

Mo aprann créol dan class.

[Missié Singh] montré créol dan class.

Mo aprann créol dan class.

[Robert] ec [Paul] dormi dan zott lasamm.

Drill - 2Teacher

(Eski) ou dormi dan ou lasamm?
 ----- aprann créol dan class?
 ----- répett créol dan class?
 ----- écoult créol dan class?
 ----- écoult disc dan salon?
 ----- manz dan lasal-manzé?
 ----- gett fim dan sinéma?

Do you sleep in your room?
 Do you study Creole in class?
 Do you repeat Creole in class?
 Do you listen to Creole in class?
 Do you listen to records in the living room?
 Do you eat in the dining room?
 Do you see films at the movie theater?

Response

Wi, mo dormi dan mo lasamm.
 --, -- aprann créol dan class.
 --, -- répett créol dan class.
 --, -- écoult créol dan class.
 --, -- écoult disc dan salon.
 --, -- manz dan lasal-manzé.
 --, -- gett fim dan sinéma.

Drill - 3Teacher

(Eski) ou dormi dan class?
 ----- écoult disc dan libréri?
 ----- manz dan libréri?
 ----- gett fim dan laboutik?

Response

Non, mo pa dormi dan class.
 ---, ----- écoult disc dan libréri.
 ---, ----- manz dan libréri.
 ---, ----- gett fim dan laboutik.

Drill - 4Teacher

(Eski) ou aprann créol dan ou lasamm?
 ----- écoult disc dan lasal-manzé?
 ----- écoult disc dan laboutik?
 ----- manz dan ou lasamm?
 ----- écoult créol dan lasal-manzé?
 ----- dormi dan libréri.

Response

Wi, parfwa. Yes, sometimes.
 --, -----
 --, -----
 --, -----
 --, -----
 --, -----

C-10

I: Ki ou fer [dan sinéma]?

R: Mo [gett fim] [dan sinéma].

TO THE TEACHER:

Dialog - 1 provides for a review of the greetings and adds one new element (ala maniér) as a response. Further review of the greetings and the teaching of other forms of the greetings (and leave-taking) is left to your discretion. Whenever students are ready for more, go to Lesson 1X and teach those sentences which students can learn and use with ease.

In addition to the classroom phrases suggested in Lesson 1, the following can be used for dismissing the class at the end of the hour:

Zott capav alé astér.

Class fini astér. Orévwat.

[Dimin] mo a trouv zott.

Lesson 8 When do you watch television?

The question word 'kan' is introduced and used in this lesson.

Drill - 1Teacher

(Eski) ou dormi aswar?

----- lève granmatin?

----- aprann créol granmatin?

----- aprann créol tanto?

----- gett télévision aswar?

----- écoult nouvel aswar?

----- écoult nouvel granmatin?

----- lavé aswar?

Do you get up in the morning?

Do you watch television in the evening?

Do you listen to the news (on the radio) in the evening?

Do you wash (clothes) in the evening?

Response

Wi, mo dormi aswar.

--, -- lève granmatin.

--, -- aprann créol granmatin.

--, -- aprann créol tanto.

--, -- gett télévision aswar.

--, -- écoult nouvel aswar.

--, -- écoult nouvel granmatin.

--, -- lavé aswar.

Drill - 2Teacher

Eski ou aprann créol aswar?

----- dormi tanto.

----- dormi dan lazourné?

----- lève dan lazourné?

----- lavé dan lazourné?

Do you sleep during the day?

Response

Parfwa.

-----.

-----.

-----.

-----.

C-1

I: (Eski) ou [aprann créol] [aswar]?

R: Wi, mo [aprann créol] [aswar].

Or: Non, mo pa [aprann créol]
[aswar].

Or: Parfwa.

C-2

I: Kan ou [dormi]?

When do you [sleep]?

R: Mo [dormi] [aswar].

I [sleep] [at night].

I: Wi, ou [dormi] [aswar].

Yes, you [sleep] [at night].

C-3

I: Kan ou [aprann créol]?

When do you [learn Creole]?

R: Mo [aprann créol] [granmatin ec tanto].

I [learn Creole] [in the morning
and afternoon].

Monolog - 1

Enn dimoun lève granmatin.

One gets up in the morning.

Enn dimoun dézéné midi,

One eats lunch at noon.

Enn dimoun diné aswar.

One eats dinner in the evening.

Enn dimoun gett télévizion aswar.

One watches television in the evening.

Enn dimoun dormi aswar.

One sleeps at night.

*

*

Enn zélev al lécol granmatin ec tanto.

A student goes to school in the morning
and afternoon.

Enn travayér al travay granmatin ec
tanto.

A worker goes to work in the morning
and afternoon.

C-4

I: Eski enn dimoun [lévé] [granmatin]?

R: Wi, enn dimoun [lévé] [granmatin].

C-5

In the following C-phase, 'T' indicates teacher and 'S' indicates student.

- T: [Robert], dimann [Paul] si enn
dimoun [lévé granmatin].
- S₁: [Paul], eski enn dimoun [lévé granmatin]?
- S₂: Wi, enn dimoun [lévé granmatin].

C-6

- | | |
|--|---|
| I: Acott [Robert] ec [Paul] [aprann
créol]? | Where do [Robert] and [Paul]
[learn Creole]? |
| R: Zott [aprann créol] [<u>dan</u> class]. | They [learn Creole] [in class]. |
| I: Acott zott [dormi]? | Where do they [sleep]? |
| R: Zott [dormi] [<u>dan</u> zott lasamm]. | They [sleep] [in their room/in their
rooms]. |

C-7

- | | |
|--|---|
| I: Acott ou ec [Paul] [aprann créol]? | |
| R: Nou [aprann créol] [<u>dan</u> class]. | |
| I: Wi, zott [aprann créol] [<u>dan</u> class].
Acott zott [dormi]? | |
| R: Nou [dormi] [<u>dan</u> nou lasamm]. | We [sleep] [in our room/in our rooms] |
| I: Wi, zott [dormi] [<u>dan</u> zott lasamm]. | Yes, you [sleep] [in your room/in
your rooms]. |

Drill - 3Teacher

- Ki ou fer dan ou lasamm?
- Ki Robert fer dan so lasamm?
- Ki mo fer dan mo lasamm?
- Ki Robert ec Paul fer dan zott lasamm?
- Robert, ki ou ec Paul fer dan zott
lasamm?
- Ki mwa ec [Missié Leblanc] fer dan nou
lasamm?

Response

- Mo écoult radio dan mo lasamm.
- Li écoult radio dan so lasamm.
- Ou écoult radio dan ou lasamm.
- Zott écoult radio dan zott lasamm.
- Nou écoult radio dan nou lasamm.
- Zott écoult radio dan zott lasamm.

C-8

I: Kan [Robert ec Paul] écou^{tt}
disc dan [zott] lasamm?

R: [Zott] écou^{tt} disc dan [zott]
lasamm [aswar].

Or: [Aswar].

Drill - 4Teacher

Kan ou ti al laboutik?
----- []?

*

*

Kan ou pou al sinéma?
----- []?

Response

Mo ti al laboutik ier.
----- [] ---.

*

Mo pou al sinéma dimin.
----- [] -----.

Drill - 5Teacher

Eski ou pou al laboutik ec laposs dimin?
----- [] -- [] -----?

Response

Wi, mo pou al laboutik ec laposs dimin.
--, ----- [] -- [] -----.

Will you go to the store and post-
office tomorrow?

Lesson 9 Does he come from Mauritius?

This lesson is basically a review of earlier materials. Drills 1, 2, and 3 have something slightly new in that the student is responding with a question rather than a statement (as he usually does).

C-1

I: [Robert], acott ou sorti?

R: Mo sorti l'Amérique.

I: Ou enn amérikin?

R: Wi, mo enn amérikin.

[Robert], where do you come from?

I come from America.

Are you an American?

Yes, I'm an American.

C-2

I: [Paul], acott [Missié Singh] sorti?

R: Li sorti Maurice.

I: Li enn morissien?

R: Wi, li enn morissien.

[Paul], where does [Mr. Singh] come from?

He comes from Mauritius.

Is he a Mauritian?

Yes, he's a Mauritian.

C-3

I: [Paul], acott ou ec [Robert] sorti?

R: Nou sorti l'Amérique.

I: Zott amérikin?

R: Wi, nou amérikin.

[Paul], where do you and [Robert] come from?

We come from America.

Are you American?

Yes, we're American.

C-4

I: Acott [Missié Singh] ec [Mamzel Labonne] sorti?

R: Zott sorti Maurice.

I: Zott morissien?

R: Wi, zott morissien.

Where do [Mr. Singh] and [Miss Labonne] come from?

They come from Mauritius.

Are they Mauritian?

Yes, they're Mauritian.

Drill - 1

Use the names of students and teachers connected with the training program in the place of those given below.

<u>Teacher</u>	<u>Response</u>	<u>Teacher</u>
Robert sorti l'Amérique.	Li sorti l'Amérique?	Wi, li sorti l'Amérique.
Missié Singh sorti Maurice.	Li sorti Maurice?	Wi, li sorti Maurice.
Robert aprann créol.	Li aprann créol?	Wi, li aprann créol.
Missié Singh <u>montré</u> créol.	Li <u>montré</u> créol?	Wi, li <u>montré</u> créol.
[] [].	Li []?	Wi, li [].

Appropriate names and other activities (learned up to this point) can be added to the above.

Drill - 2

Other activities and times (learned up to this point) should be added to the following.

<u>Teacher</u>	<u>Response</u>	
Tanto mo pou aprann <u>anglé</u> .	Ou pou aprann <u>anglé</u> <u>tanto</u> ?	Wi, mo pou aprann <u>anglé</u> <u>tanto</u> .
[] mo pou [].	Ou pou [] []?	Wi, mo pou [] [].
Ier mo ti <u>montré</u> <u>fransé</u> .	Ou ti <u>montré</u> <u>fransé</u> <u>ier</u> ?	Wi, mo ti <u>montré</u> <u>fransé</u> <u>ier</u> .
[] mo ti [].	Ou ti [] []?	Wi, mo ti [] [].

Drill - 3Teacher

Acott Robert dormi? Li dormi dan class?

Acott [] dormi? Li dormi dan []?

Kan Robert pou al libréri? Li pou al libréri dimin?

Kan [] pou al []? Li pou al [] []?

Ki Robert, fer dan class? Li dormi dan class?

Ki [] fer dan []? Li [] dan []?

Response

Wi, li dormi dan class.

Wi, li dormi dan [].

Wi, li pou al libréri dimin.

Wi, li pou al [] [].

Wi, li dormi dan class.

Wi, li [] dan [].

LANGUAGE ACTIVITY:

Use the names of Mauritians and Americans whom students may or may not know as follows

Teacher

Acott Mantee Gopal sorti?

Acott [] sorti?

Response

Li sorti Maurice?

Li sorti []?

Teacher

Wi, li sorti Maurice.

Wi, li sorti [].

Continue the activity until each student has answered for at least one Mauritian and one American. For the American names, be sure to use the Creole pronunciation rather than the English pronunciation.

Lesson 10 What is this? Whose is it?

This lesson introduces two common questions:

Ki été sa? What is this/that?

Pou ki sa? Whose is it?

The first, 'Ki été sa?' is especially useful as a tool of language learning.

Monolog - 1

Sa enn lagazett.	This is/that's/it's a newspaper.
Sa enn plim.	This is/that's/it's a pen.
Sa enn créyon.	This is/that's/it's a pencil.
Sa enn liv.	This is/that's/it's a book.

Drill - 1

<u>Teacher</u>	<u>Response 1</u>	<u>Response 2</u>
Enn lagazett sa?	Wi, enn lagazett sa.	Non, pa enn lagazett sa. Enn liv sa.
--- plim -----?	--, --- plim -----.	---, ----- plim -----.
--- créyon ----?	--, --- créyon ----.	---, ----- créyon ----.
--- liv -----?	--, --- liv -----.	---, ----- liv -----.

C-1

I: Ki été sa?	What is this?
R: Enn [lagazett] sa.	That's (it's) a [newspaper].

Teach students to say the question, and then have them ask you for the name of a number of objects in the classroom.

Drill - 2

<u>Teacher</u>	<u>Response</u>
Ou lagazett sa?	Wi, mo lagazett sa.
-- plim -----?	--, -- plim -----.
-- créyon ----?	--, -- créyon ----.
-- liv -----?	--, -- liv -----.
-- [] ----?	--, -- []----

For additional practice you may ask about two or three other objects which students have in their possession, such as clothing.

Drill - 3

Teacher

Ou lagazett sa?
 -- plim -----?
 -- créyon -----?
 -- liv -----?
 -- [] ----?

Response 1

Wi, li pou mwa.
 --, -----.
 --, -----.
 --, -----.
 --, -----.

Yes, it's mine (lit: it's for me).

Response 2

Non, li pa pou mwa.
 Li pou ou.
 ---, -----.
 -----.
 ---, -----.
 -----.
 ---, -----.
 -----.
 ---, -----.
 -----.

No, it's not mine. It's yours.

C-2

I: Ki été sa?

R: Enn [lagazett] sa.

I: Wi, enn [lagazett] sa. Ou [lagazett] sa?

R: Wi, li pou mwa.

Or: Non, li pa pou mwa, li pou ou.

Or: Non, li pa pou mwa, li pou [Marie].

Drill - 4Teacher

Ou lagazett sa?
 -- plim -----?
 -- créyon ----?
 -- liv -----?
 -- [] ---?

Response

Non, li pa mo lagazett. Li ou lagazett.
 ---, ----- plim. ----- plim.
 ---, ----- créyon. ----- créyon.
 ---, ----- liv. ----- liv.
 ---, ----- []. ----- [].

C-3

I: Ou [lagazett] sa?
 R: Non, li pa mo [lagazett].
 Li ou [lagazett].
 I: Wi, mo lagazett sa. Li pou mwa.
 Li pa pou ou.

Handout - 1C-4

I: Pou ki sa [lagazett] la?
 R: Mo [lagazett] sa; li pou mwa.
 Or: Ou [lagazett] sa, li pou ou.

Whose [newspaper] is that?
 It's my [newspaper]; it's mine.

C-5

Point to various objects and ask who owns them. If a student doesn't know, teach him to say 'Mo pa coné'.

I: Pou ki sa?
 R: Sa pou mwa.
 Or: Sa pou ou.
 Or: Sa pou li.
 Or: Mo pa coné.

Monolog - 2

Lagazett Robert sa; li pou Robert.

Plim Paul sa; li pou Paul.

[] [] sa; li pou [].

Drill - 5Teacher

Lagazett Robert sa?

Is this Robert's newspaper?

Plim Paul sa?

[] [] sa?

Response

Non, li pa so lagazett. Li lagazett Paul.

No, it's not his newspaper.
It's Paul's.

---, ----- plim. Li plim Robert.

---, ----- []. Li [] [].

C-6

I: Ou lagazett sa?

R: Non, li pa pou mwa. Li pou
[Robert]. Li lagazett [Robert].

Handout - 2Drill - 6TeacherResponseTeacher

Enn plim sa?

Enn plim sa?

Wi, enn plim sa.

Yes, it's a pen.

--- cayé --?

--- cayé --?

--, --- ayé --.

Yes, it's a notebook.

--- sizo --?

--- sizo --?

--, --- sizo --.

Yes, they're scissors.

--- pegn --?

--- pegn --?

--, --- pegn --.

Yes, it's a comb.

---[] --?

--- [] --?

--, --- [] --.

Yes, it's a [].

TO THE TEACHER:

Frequently a student needs to respond to a question (such as that in C-1) with:

Mo pa coné.

I don't know.

Mo pa compran.

I don't understand.

Mo'nn blié.

I've forgotten.

When it appears that a student (or the class) has need of one of these sentences, teach it to him. After he has used these sentences several times teach him to add 'eskiz mwa':

Eskiz mwa, mo pa compran.

Excuse me, I don't understand.

Watch also for an opportunity to teach students to use:

Ou capav répété,
si-ou-plé.

Would you repeat, please.

Ou capav répété sa
kestion la, si-ou-plé.

Would you repeat the question,
please.

Handout - 1

The possessive pronouns in Creole are:

- mo (Mo liv sa. This is my book.)
 ou (Ou liv sa. This is your book.)
 so (So liv sa. This is his book.)
 nou (Nou liv sa. This is our book.)
 zott (Zott liv sa. This is your-pl. book.)
 zott (Zott liv sa. This is their book.)

Listen carefully as your teacher reads each of the following sentences (twice), and write the possessive pronouns (mo, ou, so nou, zott, zott) in the blank.

1. _____ liv sa.
2. _____ liv sa.
3. _____ lagazett sa.
4. _____ lagazett sa.
5. _____ professér sa.
6. _____ professér sa.
7. _____ zélev sa.
8. _____ créyon sa.
9. _____ plim sa.
10. _____ lagazett sa.

-----fold here-----

1. Mo liv sa.
2. So liv sa.
3. Nou lagazett sa.
4. Ou lagazett sa.
5. Nou professér sa.
6. Zott professér sa.
7. So zélev sa.
8. So créyon sa.
9. Mo plim sa.
10. Zott lagazett sa.

The object pronouns in Creole are:

mwa (Li pou mwa. It's mine.
[lit: It's for me.]

ou (Li pou ou. It's yours.

li (Li pou li. It's his.)

nou (Li pou nou. It's ours.)

zott (Li pou zott. It's yours-pl.)

zott (Li pou zott. It's theirs.)

Listen carefully to the following sentences, and write the object pronoun in the blank.

11. Li pou _____.
12. Li pou _____.
13. Li pou _____.
14. Li pou _____.
15. Li pou _____.
16. Mo liv sa. Li pou _____.
17. So liv sa. Li pou _____.
18. Nou liv sa. Li pou _____.
19. Zott liv sa. Li pou _____.
20. Ou liv sa. Li pou _____.
21. Pou _____ sa.
22. Pou _____ sa.

fold here

11. Li pou mwa.
12. Li pou li.
13. Li pou nou.
14. Li pou ou.
15. Li pou zott.
16. Mo liv sa. Li pou mwa.
17. So liv sa. Li pou li.
18. Nou liv sa. Li pou nou.
19. Zott liv sa. Li pou zott.
20. Ou liv sa. Li pou ou.
21. Pou mwa sa.
22. Pou nou sa.

Handout - 2

Note that while a possessive pronoun comes before the object possessed, the name of the possessor comes after the object:

So liv sa. This is his book.

Liv Robert sa. This is Robert's book
(lit: book of Robert).

Listen carefully to the following sentences, noting whether the possessor is indicated by one of the possessive pronouns (mo, ou, so, nou, zott, zott) coming before the object, or by a name coming after the object. Indicate the location of the possessor by putting a check mark in the appropriate blank.

1. ___ liv ___
2. ___ liv ___
3. ___ fami ___
4. ___ fami ___
5. ___ lasamm ___
6. ___ lasamm ___
7. ___ lagazett ___
8. ___ lagazett ___
9. ___ plim ___
10. ___ fami ___
11. ___ cayé ___
12. ___ camarad ___
13. ___ camarad ___
14. ___ camarad ___
15. ___ professér ___
16. ___ lasamm ___

fold here

1. Mo liv sa.
2. Liv Robert sa.
3. Ki maniér ou fami?
4. Ki maniér fami Marie?
5. Zott dormi dan zott lasamm toulézour.
6. Marie dormi dan lasamm Anne.
7. Li ou lagazett sa.
8. Li lagazett Paul.
9. Eski plim Marie sa?
10. Mo fami bien.
11. So cayé sa.
12. Marie mo camarad.
13. Paul camarad Robert.
14. Montré mwa ou camarad, si-ou-plé.
15. Mo zott professér.
16. Zott ti al zott lasamm ier-aswar.

Lesson 11 What are you doing (right now)?

In this lesson students are to learn how to speak of events which are in progress (pé) at the moment of speaking in contrast to events that occur habitually.

Dialog - 1

I: Ki été sa?

R: Enn lagazett sa.

I: Ou lagazett sa?

R: Wi, li pou mwa.

I: Ou lir lagazett toulézour?

Do you read the newspaper everyday?

R: Wi, mo lir li toulézour.

Yes, I read it everyday.

Drill - 1Teacher

Ou lir lagazett toulézour?

Ou aprann créol toulézour?

Ou al dan class toulézour?

*

*

Ou dormi dan class toulézour?Response

Wi, mo lir lagazett toulézour.

Wi, mo aprann créol toulézour.

Wi, mo al dan class toulézour.

Yes, I go to class everyday.

*

Non! Mo pa dormi dan class toulézour.C-1

I: Ki ou fer toulézour?

R: Mo [lir lagazett] toulézour.

Monolog - 1

Present the following monolog by acting out each statement as you say it.

Mo pé lir lagazett astér.

I'm reading the newspaper (right) now.

Mo pa pé lir lagazett astér.

Mo pé écrire lor tablo astér.

I'm writing on the blackboard (right) now.

Mo pa pé écrire lor tablo astér.

Mo pé gett [Robert] astér.
 Mo pa pé gett [Robert] astér.
 Mo pé montré enn liv astér.
 Mo pa pé montré enn liv astér.

I'm looking at [Robert] (right) now.

I'm pointing to a book (right) now.

Drill - 2

Teacher

(Eski) mo pé lir lagazett astér?
 ----- écrivir lor tablo astér?
 ----- gett Robert astér?
 ----- montré enn liv astér?

Response 1

Wi, ou pé lir lagazett astér.
 --, ----- écrivir lor tablo astér.
 --, ----- gett Robert astér.
 --, ----- montré enn liv astér.

Response 2

Non, ou pa pé lir lagazett astér.
 ---, ----- écrivir lor tablo astér.
 ---, ----- gett Robert astér.
 ---, ----- montré enn liv astér.

C-2

I: Ou lir lagazett toulézour?
 R: Wi, mo lir lagazett toulézour.
 I: Ou pé lir lagazett astér?
 Or: Ou pé lir li astér?
 R: Non, mo pa pé lir lagazett astér.
 Or: Non, mo pa pé lir li astér.

C-3

I: Ki ou pé fer astér?
 R: Mo pé aprann créol.
 I: Ou aprann créol toulézour?
 R: Wi, mo aprann créol toulézour.

Handout - 1

Give each student a copy of the handout on page 11-4, and follow the usual procedures.

Monolog - 2

Mo pé montré créol astér.
Mo montré créol toulézour.

Zott pé aprann créol astér.
Zott aprann créol toulézour.

Mo aprann anglé, mé astér mo
pa pé aprann anglé.

Mo lir lagazett toulézour, mé
mo pa pé lir li astér.

Zott dormi dan zott lasamm, mé
zott pa dormi dan class.

I'm teaching Creole (right) now.
I teach Creole everyday.

You're studying Creole (right) now.
You study Creole everyday.

I study English, but I'm not studying
English (right) now.

I read the newspaper everyday, but I'm
not reading it (right) now.

They sleep in their room, but they don't
sleep in class.

C-4

I: Ou aprann créol?

R: Wi, mo aprann créol toulézour.

I: Eski ou pé aprann créol astér?

R: Wi, mo pé aprann créol astér.

I: Ou lir lagazett?

R: Wi, mo lir lagazett toulézour,
mé mo pa pé lir li astér.

Handout - 2

Handout - 1

Note the use of 'pou', 'ti' and 'pé' in the following:

- pou Mo pou aprann créol dimin.
 ti Mo ti aprann créol ier.
 pé Mo pé aprann créol astér.
 Mo aprann créol toulézour.

The verbal marker 'pé' is used to indicate an action in progress at the moment of speaking, in contrast to 'pou' and 'ti' which indicate anticipated or past actions (events). The absence of a verbal marker as in the last example above, indicates that the action is habitual or customary (sometimes referred to as 'general').

While the time adverbs (dimin, ier, astér, toulézour) re-inforce the meaning of the verbal auxiliaries (future, past progressive, general), they may be omitted in the above sentences.

Listen carefully to each of the following sentences and indicate (by underlining or circling) whether it is future (pou), past (ti), progressive (pé), or general (signaled by the absence of a verbal marker).

- | | | | | |
|-----|-----|------|------|-----|
| 1. | fut | past | prog | gen |
| 2. | fut | past | prog | gen |
| 3. | fut | past | prog | gen |
| 4. | fut | past | prog | gen |
| 5. | fut | past | prog | gen |
| 6. | fut | past | prog | gen |
| 7. | fut | past | prog | gen |
| 8. | fut | past | prog | gen |
| 9. | fut | past | prog | gen |
| 10. | fut | past | prog | gen |
| 11. | fut | past | prog | žen |
| 12. | fut | past | prog | gen |

fold here

- | | | |
|-----|------------------------------------|--------|
| 1. | Mo ti <u>montré</u> créol. | (past) |
| 2. | Ou pou aprann créol. | (fut) |
| 3. | Li ti dormi <u>dan</u> class. | (past) |
| 4. | Mo pou dormi <u>dan</u> mo lasamm. | (fut) |
| 5. | Li pé dormi <u>dan</u> class. | (prog) |
| 6. | Li pé lir lagazett. | (prog) |
| 7. | Mo <u>montré</u> créol. | (gen) |
| 8. | Ou aprann créol. | (gen) |
| 9. | Ki ou ti fer? | (past) |
| 10. | Mo dormi <u>dan</u> mo lasamm. | (gen) |
| 11. | Eski ou pou al <u>dan</u> class? | (fut) |
| 12. | Li pé écrire so fami. | (prog) |

13.	fut	past	prog	gen
14.	fut	past	prog	gen
15.	fut	past	prog	gen
16.	fut	past	prog	gen
17.	fut	past	prog	gen
18.	fut	past	prog	gen
19.	fut	past	prog	gen
20.	fut	past	prog	gen
21.	fut	past	prog	gen
22.	fut	past	prog	gen

-----fold here-----

13.	Ki ou pou fer?	(fut)
14.	Li coz créol.	(gen)
15.	Li pé coz <u>fransé</u> .	(prog)
16.	Mo pa pé coz <u>fransé</u> .	(prog)
17.	Zott pa ti coz <u>fransé</u> .	(past)
18.	Zott pa coz <u>anglé</u> .	(gen)
19.	Mo pa pou dormi <u>dan</u> class.	(fut)
20.	Ki ou pé fer?	(prog)
21.	Ki ou ti lir?	(past)
22.	Ki ou pou écrire?	(fut)

Handout - 2

In earlier lessons 'ec' has been used in the sense of 'and' to join together nouns, names, pronouns, and adverbs:

Li montré créol ec fransé.

Robert ec Paul, zott aprann créol.

Acott ou ec Paul sorti?

Clauses, however, are joined together by 'é' (and) and 'mé' (but)

Li coz créol, é li coz fransé
oussi. (coz = speak; oussi = also)

Mo lir mo lessou é mo aprann li.

Robert sorti l'Amérique, mé Missié
Leblanc sorti Maurice.

Robert enn zélev, mé Missié Leblanc
enn professér.

Li coz créol, mé li pa coz fransé.

Listen carefully to the following sentences and write 'ec', 'é', or 'mé' in the blanks.

1. Ou aprann créol, ____ li
aprann fransé.
2. Ou ____ li aprann créol.
3. Li coz créol, ____ li coz
fransé oussi.
4. Li coz créol ____ fransé.
5. Li montré créol granmatin
____ tanto.
6. Li montré créol granmatin,
____ li aprann anglé tanto.
7. -----
8. -----
9. -----
10. -----
11. -----

fold here

1. Ou aprann créol, mé li aprann
fransé.
2. Ou ec li aprann créol.
3. Li coz créol, é li coz fransé
oussi.
4. Li coz créol ec fransé.
5. Li montré créol granmatin ec
tanto.
6. Li montré créol granmatin, mé
li aprann anglé tanto.
7. Ecott ou professér, é reponn so
kestion.
8. Ou enn zélev, mé mo enn professér.
9. Li pou Robert ec Paul.
10. Li montré créol ec fransé.
11. Sa enn plim, mé sa enn créyon.

12. Ecouté ____ répété.

13. ----- ____ -----.

14. ----- ____ -----.

12. Ecouté é répété.

13. Robert aprann créol é li montré
anglé.

14. Li écoutt nouvel, mé li pa
gett télévizion.

Lesson 12 What do you do with soap?

This lesson introduces the use of 'ec' (with) to indicate the instrument or object with which an action is carried out.

C-1

I: Ou [lagazett] sa?

R: Non, pa mo [lagazett] sa.

I: Pou ki sa?

R: Li pou mo [professér].

I: Wi, so [lagazett] sa.

In place of 'professér', also use 'camarad' (friend).

Drill - 1Teacher

Lagazett ou professér sa?

[] -----?

Response

Wi, so lagazett sa.

--, -- [] --.

In place of 'professér', also use 'camarad'.

Drill - 2

Use the following to check students on how they remember the names of various objects.

Teacher

Eski enn pegn sa ouswa enn sizo sa?

Eski enn cayé sa ouswa enn liv sa?

----- []-----[]--?

Is this a comb or scissors?

Is this a notebook or a book?

Response

Enn pegn sa.

Enn liv sa.

Enn [] sa.

Dialog - 1

I: Ki été sa? Enn [pegn] ouswa
enn [sizo] sa?

R: Enn [pegn] sa.

I: Pou ki sa? Sa pou mwa ouswa
li pou [Robert]?

R: Li pou [Robert].

I: Wi, li pou [Robert].

Monolog - 1

Mo écrire ec enn plim.

I write with a pen.

----- créyon.

----- refill.

I write with a ballpoint pen.

C-2

I: Ki mo fer ec enn [refill]?

R: Ou écrire ec li.

Monolog - 2

Mo coup papié ec enn sizoz.

I cut paper with scissors.

Mo pegn mo sévé ec enn pegn.

I comb my hair with a comb.

Mo raz ec enn razwar.

I shave with a razor.

Mo lav linz ec savon.

I wash clothes with soap.

C-3

I: Ec ki mo [coup papié]?
Ec enn [sizo] ouswa enn [razwar]?

R: Ec enn [sizo].

C-4

I: Ki mo fer ec enn [sizo]? Eski mo
[coup papié] ouswa mo [pegn sévé] ec li?

R: Ou [coup papié] ec li.

Drill - 3

<u>Teacher</u>	<u>Response</u>	<u>Teacher</u>
Ki mo fer ec enn plim?	Ou écrire ec li?	Wi, mo écrire ec li.
----- enn sizo?	Ou coup papié ec li?	--, -- coup papié -----.
----- []?	-- [] -----?	--, -- [] -----.

Dialog - 2

I: Ki été sa?
R: Enn [plim] sa.
I: Wi, enn [plim] sa.
 Ki mo fer ec li?
R: Ou [écrire] ec li?
I: Wi, mo [écrire] ec li.

Dialog - 3

I: Ki ou pé fer?	What are you doing?
R: Mo pé écrire enn lett.	I'm writing a letter.
I: Eski ou écrire ou [fami]?	Are you writing your [family]?
R: Wi, mo écrire [zott].	Yes, I'm writing [them].
I: Eski ou écrire [zott] souvan ouswa rarman?	Do you write [them] often or seldom?
R: [Souvan].	[Often].

Repeat the above dialog, using one or more of the following in place of 'fami': 'papa', 'mama'; 'camarad'; 'piess' (girl friend); 'pwintér' (boy friend).

C-5

I: Gett bien sa ki mo pé fer: (Performs action of [reading].) Ki mo pé fer?	Look carefully at what I am doing?
R: Ou pé [lir].	What am I doing?
	You're [reading].

In addition to reading (lir), also demonstrate at least four of the following actions: writing (écrire), cutting (coupé), drinking (bwar), combing (pégné), washing (lavé), sleeping (dormi).

LANGUAGE ACTIVITY:

Show students pictures (if you have them) of the members of your family, and then ask them to show you pictures from their wallets of their family and close friends. Ask them such questions as

Ou fami sa?
 Ou papa/mama sa?
 Ou frer/ser sa?
 Ou camarad/piess/pwinter sa?
 Ki été sa?
 Foto ou [fami] sa?

TO THE TEACHER:

The following may be used in directing classroom activities (cf. C-5):

Gett bien sa ki mo pé fer.
 Gett bien sa ki mo pou fer.

Look carefully at what I'm doing.

Look carefully at what I'm going to do.

Ecoute bien sa ki mo pou
 dir: [].

Listen carefully to what I'm going to say: [].

Ecoute bien sa ki mo pou
 dimandé: []?

Listen carefully to what I'm going to ask: []?

The following can be used for drawing attention to a particular object:

Gett bien ki mo éna la.

Look at what I have here.

The meaning of 'gett' and 'écoute' can easily be re-inforced by pointing to one's eyes and ears.

Lesson 13 Do you have a pencil?

This lesson teaches two uses of the verb 'éna': 1) to express the fact that a person has a certain object in his possession (e.g., He has a book) and 2) to express the existence of an object (e.g., There's a table in the room).

Monolog - 1

Take several familiar objects and illustrate the meaning of 'éna' as follows.

Mo éna enn [créyon].

(Handing it to a student) Astér ou éna enn [créyon].

Drill - 1Teacher

Ou éna enn créyon?

----- refill?

----- liv?

----- cayé?

----- bourss?

----- []?

Do you have a pencil?

Do you have a ballpoint pen?

Do you have a book?

Do you have a notebook?

Do you have a wallet?

Response

Wi, mo éna enn créyon.

--, ----- refill.

--, ----- liv.

--, ----- cayé.

--, ----- bourss.

--, ----- [].

C-1

I: Mo éna enn [créyon].
Ou oussi éna enn [créyon]?

I have a [pencil].
Do you have a [pencil] too?

R: Wi, mo oussi éna enn [créyon].

Yes, I have a [pencil] too.

C-2

I: Ou éna enn créyon, [Robert]?

R: Wi, mo éna enn créyon.

I: Ec enn plim oussi?

R: Wi, mo éna enn plim oussi.

C-3

I: Ou éna enn [plim] ouswa enn
refill?

R: Enn [refill].

Monolog - 2

Repeat Monolog - 1 adding 'Mo pa éna enn créyon' after giving the object to a student. (Be sure to use the careful speech form 'pa éna' rather than the normal or rapid form 'p'éna'.)

Handout - 1Drill - 2Teacher

Ou éna enn créyon?
----- refill?
----- []?

Response

Non, mo pa éna enn créyon.
---, ----- refill.
---, ----- [].

No, I don't have a pencil

C-4

I: Eski ou éna enn [créyon]?

R: Wi, mo éna enn [créyon].

Or: Non, mo pa éna enn [créyon].

Monolog - 3

Dan class éna lat^{ab}.

There's a table/there are tables in the classroom.

Ena sez oussi.

There's a chair/there are chairs, too.

Ena tablo oussi.

There's a blackboard/there are blackboards, too.

Ena map oussi.

There's a map/there are maps, too.

Ena zimaz oussi.

There's a picture/there are pictures, too.

Ena lalamp oussi.

There's a light/there are lights, too.

Dan class éna lat^{ab}, sez, tablo, map, zimaz, lalamp.

C-5

I: Ki éna dan class?

R: Ena [lat^{ab}].

Or: Ena [tablo] ec [sez].

LANGUAGE ACTIVITY:

Give each student a paper bag with two or three objects in it which he should be able to identify. (The bags should not all have the same things in them.) Ask each student

Ki éna dan sa sac la?

After this ask students

Ki éna <u>dan</u> ou lamin?	(hand)
Ki éna <u>dan</u> ou poss?	(pocket)
Ki éna <u>dan</u> ou sac?	(handbag)

TO THE TEACHER:

Be sure to practice reading the sentences with 'pa éna' and 'p'éna' in the handout before coming to class. While students should use the full form 'pa éna' in Drill - 2, in future lessons you should have them use both 'pa éna' and 'p'éna'.

When there is an appropriate opportunity, comment on a statement made by a student

Ou éna rézon. You're right (lit: have reason).

Look at Part Two of Lesson 13X and decide if you wish to introduce the use of the familiar second person singular pronoun 'to' at this point. Up to now the conversations have been between teacher and student, and the relationship has properly been that of 'ou' (formal). Whenever you start asking students to speak to each other, you will need to introduce 'to'.

Handout - 1

Frequently in conversation the pronunciation of 'pa éna' (Drill - 2 of this lesson) is reduced to a short form, 'p'éna'. Listen as your teacher pronounces the following sentences with first the full form, and then the reduced form:

Careful Speech

Mo pa éna enn créyon.

Mo pa éna enn sigarett.

Pa éna liv dan mo sac.

Normal Speech

Mo p'éna enn créyon.

Mo p'éna enn sigarett.

P'éna liv dan mo sac.

Indicate whether the careful speech form 'pa éna' or the normal speech form 'p'éna' is used in the following sentences.

- | | | |
|-----|--------|-------|
| 1. | pa éna | p'éna |
| 2. | pa éna | p'éna |
| 3. | pa éna | p'éna |
| 4. | pa éna | p'éna |
| 5. | pa éna | p'éna |
| 6. | pa éna | p'éna |
| 7. | pa éna | p'éna |
| 8. | pa éna | p'éna |
| 9. | pa éna | p'éna |
| 10. | pa éna | p'éna |
| 11. | pa éna | p'éna |
| 12. | pa éna | p'éna |
| 13. | pa éna | p'éna |
| 14. | pa éna | p'éna |
| 15. | pa éna | p'éna |
| 16. | pa éna | p'éna |

fold here

- | | |
|-----|---|
| 1. | Mo pa éna enn cayé. |
| 2. | Mo p'éna enn plim. |
| 3. | Mo p'éna enn sigarett. |
| 4. | Mo pa éna enn sac. |
| 5. | Mo p'éna frer. |
| 6. | Mo pa éna ser. |
| 7. | Mo p'éna enn liv créol. |
| 8. | Mo p'éna enn lareg. |
| 9. | P'éna sez <u>dan</u> mo lasamm. |
| 10. | Pa éna lalamp <u>dan</u> lasamm Robert. |
| 11. | P'éna zimaz <u>dan</u> lasamm-bin. |
| 12. | Pa éna créyon lor latab. |
| 13. | Pa éna map <u>dan</u> mo lasamm. |
| 14. | Mo p'éna zalimett. |
| 15. | P'éna lécol zordi. |
| 16. | Robert pa éna so cayé. |

Lesson 14 Where is the pencil?

This lesson introduces the words used for the location of an object or a person:

la	(here)	la-ba	(there)
lor	(on)	<u>an</u> -ba	(under)
divan	(in front of)	dériér	(behind)
acott	(beside)	pré-cott	(near)

Drill - 1TeacherResponse

Acott Robert?

Ala li la-ba.

There he is over there.

Acott []?

-----.

*

*

*

Acott Paul?

Ala li la.

Here he is.

Acott []?

-----.

*

*

Acott Mamzel Labonne?

Li dan lasal-manzé.

Acott []?

----- [].

Drill - 2TeacherResponse

Acott créyon?

Ala li la-ba.

Acott []?

-----.

*

*

Acott cayé?

Ala li la.

Acott []?

-----.

*

*

Acott zalimett?

Li dan sac.

Acott []?

----- [].

C-1

I: Acott [Missié Singh]?

R: (Ala) li la.

Or: (Ala) li la-ba.

Or: Li dan [lasal-manzé].

Monolog - 1

Mo pé mett enn tass lor latatab.

I'm putting a cup on the table.

Mo pé mett enn [] lor latatab.

Mo pé mett enn ver an-ba latatab.

I'm putting a glass under the table.

Mo pé mett enn [] an-ba latatab.

Drill - 3TeacherResponse

Acott tass?

Li lor latatab.

It's on the table.

Acott []?

----- [].

*

*

*

Acott ver?

Li an-ba latatab.

It's under the table.

Acott []?

----- [].

C-2

I: Ki été sa?

R: Enn [tass] sa.

I: Acott li été?

Or: Acott li?

R: Li [lor] [latatab].

C-3

I: Ki mo pé fer?

R: Ou pé mett enn [tass] [lor latatab].

Monolog - 2

Demonstrate the meaning of 'divan' (in front of), 'dériér' (behind), and 'acott' (beside) by standing in front of, behind, and beside a chair (sez).

Mo divan sez.

Mo dériér sez.

Mo acott sez.

Do the same using a student instead of a chair.

Mo divan [Robert].

Mo dériér [Robert].

Mo acott [Robert].

C-4

I: Ki coté mo pé diboutt?

Where am I standing?

R: [Divan] [sez].

Monolog - 3

Mo pé diboutt pré-cott laportt.

I am standing near the door.

Mo pé diboutt pré-cott lafnett.

Mo pé diboutt pré-cott [].

Drill - 4Teacher

Eski Robert pré-cott lafnett?

---- [] -----?

Eski Paul pré-cott laportt?

---- [] -----?

Response 1

Wi, li pré-cott lafnett.

---, -----.

---, -----laportt.

---, -----.

Response 2

Non, li pa pré-cott lafnett. Li pré-cott laportt.

---, -----.

---, ----- laportt. ----- lafnett.

---, -----.

C-5

I: Acott [Robert] pé diboutt?

R: Li pé diboutt pré-cott [lafnett].

C-6

I: Acott ou lasamm?

R: [Pré-cott] lasamm [Robert].

C-7

I: Acott mo [plim]?

R: Li lor [sez].

I: Ki [sez]?

R: Li lor [sez] la.

Drill - 5Teacher

Acott mo plim?

Acott sizo?

Acott []?

Response

Li lor latat (la)?

Li an-ba [] (la)?

Li pré-cott [] (la)?

Teacher

Wi, li lor latat (la).

--, -- an-ba [] (la).

--, -- pré-cott [] (la).

Lesson 15 How many brothers do you have?

This lesson teaches the numbers 1 - 10.

Monolog - 1

In presenting this monolog, bring a quantity sufficient to illustrate 'boucou' and 'pa boucou' of four or five of the following: créyon; zalimett (matches); lanvlop (envelop); carné (small notebook); lacré (chalk); tass (cup); zimaz, zarico (beans). Divide each into two unequal piles and point to them.

Ena boucou créyon issi.

P'éna boucou créyon issi.

Ena boucou [] issi.

P'éna boucou [] issi.

Drill - 1Teacher

Ena boucou créyon lor latatab?

----- zalimett -----?

----- [] -----?

Response 1

Wi, éna boucou créyon lor latatab.

--, ----- zalimett -----.

--, ----- [] -----.

Response 2

Non, p'éna boucou créyon lor latatab.

---, ----- zalimett -----.

---, ----- [] -----.

C-1

I: Ki été sa?

R: Enn liv sa.

I: Ou lir boucou liv?

R: Wi, mo lir boucou liv.

What is this?

That's a book.

Do you read many books?

Yes, I read a lot of books.

Drill - 2

Write the numbers 1 to 10 on the blackboard. Point to each number as you identify it (enn, dé, trwa, katt, sink, siss, sett, witt, nef, diss) and have students mimic you. First present the numbers in order and then at random. Test the students' comprehension by sending them to the blackboard one at a time:

I: Montré mwa katt.

R: (Points).

I: [Sett].

R: (Points).

etc.

Handout - 1Drill - 3

Write the numbers 1 to 10 on the blackboard. Point to each number as you identify it and have students mimic you. Test their production, first as a group and then individually.

I: Ki sif sa?

R: [Sink].

I: (Points).

R: [Siss].

etc.

C-2

I: Ena boucou [créyon] lor latatab?

R: Non, p'énéa boucou [créyon] lor latatab.

I: Comien [créyon] éna lor latatab?

R: Ena [katt] [créyon].

Drill - 4Teacher

Ou éna enn frer?

----- dé ----?

----- trwa ----?

*

*

Ou éna enn ser?

----- dé, ---?

----- trwa ---?

Response

Wi, mo éna enn frer.

--, ----- dé ----.

--, ----- trwa ----.

*

Wi, mo éna enn ser.

--, ----- dé ---.

--, ----- trwa ---.

C-3

I: Comien [frer] ou éna?

How many [brothers] do you have?

R: Mo éna [dé] [frer].

I have [two] [brothers].

Or: Mo p'éna [frer].

I don't have any [brothers].

Ask the same question using 'ser' in place of 'frer'.

C-4

I: Comien [zélev] éna dan class?

R: [Sink] [zélev].

I: Wi, éna [sink] [zélev] dan class.

Ask the same question using 'sez' in place of 'zélev'.

C-5

I: Comien dimoun éna dan [l'Amérique]?

How many people are there in [America]?

R: Ena boucou dimoun dan [l'Amérique].

There are many people in [America].

Handout - 1

Listen carefully for the number of items mentioned in each of the sentences below, and write the number (1, 2, 3, 4, etc.) in the blank.

1. Mo éna _____ liv.
2. Mo éna _____ plim.
3. Ou éna _____ refill.
4. Ou éna _____ créyon.
5. Mo professér éna _____ zélev.
6. Ena _____ zélev dan class.
7. --- _____
8. --- _____
9. --- _____
10. --- _____
11. --- _____
12. Ena _____ dimoun dan mo lasamm.
13. Mo'nn réponn _____ kestion.
14. Ena _____ latib dan class.
15. --- _____
16. --- _____
17. --- _____
18. --- _____
19. --- _____
20. --- _____
21. Mo'nn écrivir _____ lett.

fold here

1. Mo éna katt liv.
2. Mo éna enn plim.
3. Ou éna dé refill.
4. Ou éna trwa créyon.
5. Mo professér éna sink zélev.
6. Ena sink zélev dan class.
7. Ena katt sez dan class.
8. Li éna dé cayé.
9. Li éna trwa camarad.
10. Mo éna dé ser.
11. Nou éna trwa frer.
12. Ena sink dimoun dan mo lasamm.
13. Mo'nn réponn nef kestion.
14. Ena siss latib dan class.
15. Ena witt sez dan class.
16. Ena sett morissien issi.
17. Mo éna diss cayé.
18. Ena siss zélev dan class.
19. Ena sett dimoun issi.
20. Ena nef camarad issi.
21. Mo'nn écrivir diss lett.

Lesson 16 Where has your friend gone?

This lesson introduces the use of 'finn' for speaking about completed actions.

C-1

I: Ki été sa?	What's this?
R: Enn laportt sa.	That's a door.
I: Ki été sa?	What's this?
R: Enn lafnett sa.	That's a window.

Monolog - 1

Ki mo pou fer?	Mo pou ouvér [lafnett].	I'm going to (lit: will) open [the window].
Ki mo pé fer?	Mo pé ouvér [lafnett].	I'm opening [the window].
Ki mo finn fer? What've I done?	Mo finn ouvér [lafnett].	I've opened [the window].

Repeat the above using 'laportt' in place of 'lafnett'.

C-2

I: [Robert], ouvér [lafnett]. Atann enn cou. Ki ou pou fer?	[Robert], open [the window]. Wait a minute. What are you going to do?
R: Mo pou ouvér [lafnett].	I'm going to open [the window].
I: Alé astér. Ki ou pé fer?	Go ahead. What are you doing?
R: Mo pé ouvér [lafnett].	I'm opening [the window].
I: Ki ou finn fer?	What've you done?
R: Mo finn ouvér [lafnett].	I've opened [the window].

Monolog - 2

Ki mo pou fer?	Mo pou ferm [lafnett].	I'm going to close [the window].
Ki mo pé fer?	Mo pé ferm [lafnett].	I'm closing [the window].
Ki mo finn fer?	Mo finn ferm [lafnett].	I've closed [the window].

C-3

Repeat C-2 using 'ferm' in place of 'ouvé'.

Handout - 1

Give each student a copy of the handout on page 16-6. Be careful to use the full form of 'finn' in the first part, and the contracted forms in the second part.

C-4

I: [Ferm] laportt. [Ferm]
lafnett oussi.

(After the actions have been
performed)
Ki ou'nn fer?

R: Mo'nn [ferm] laportt. Mo'nn
[ferm] lafnett oussi.

I: Ier ou ti [ferm] laportt ec
lafnett?

R: Wi, ier mo ti [ferm] zott.

[Close] the door. [Close] the
window, too.

What've you done?

I've [closed] the door. I've
[closed] the window too.

Did you [close] the door and the
window yesterday?

Yes, I [closed] them yesterday.

C-5

I: Ki finn [ferm] [laportt]?

Or: Ki'nn [ferm] [laportt]?

R: [Robert] sa.

I: Non, pa [Robert]. [Paul] sa.

Who has [closed] this door?

[Robert].

No, not [Robert]. [Paul].

C-6

I: [Robert] pou écrire [so] non.

[Robert], al lor tablo. Ecrire
ou non.

Atann enn cou.
Ki li pou fer?

R: Li pou écrire [so] non.

I: Alé astér.
Ki li pé fer?

[Robert] is going to write [his]
name.

[Robert] go to the blackboard.
Write your name.

Wait a minute.

What is he going to do?

He's going to write his name.

Go ahead.

What is he doing?

R: Li pé écrivir [so] non.

He's writing [his] name.

I: Ki li'nn fer?

What has he done.

R: Li'nn écrivir [so] non.

He has written his name.

Repeat the above, asking the student to 'écrivir mo non'.

Drill - 1

Teacher

Ouvér ou liv.

Ferm -----.

Ouvér ou lagazett.

Ferm -----.

Ouvér ou cayé.

Ferm -----.

Ouvér [liv] ou camarad.

Ferm -----.

Response

(Performs the action.)

-----.

-----.

-----.

Teacher

Ki ou finn fer?

-----?

-----?

-----?

Response

Mo finn ouvér mo liv.

----- ferm -----.

----- ouvér mo lagazett.

----- ferm -----.

----- ouvér mo cayé.

----- ferm -----.

----- ouvér [liv] mo camarad.

----- ferm -----.

C-7

I: Acott [ou camarad] finn alé?

R: Li finn al [laboutik].

Drill - 2

Teacher

Fer tro so. Eski mo capav ouvér lafnett?
-----, ----- laportt?

* *

Fer tro fré. Eski mo capav ferm lafnett?
-----, ----- laportt?

Response 1

Wi, ouvér lafnett.
--, ----- laportt.

* *

Wi, ferm lafnett.
--, ---- laportt.

Response 2

Non, pa ouvér lafnett.
 ---, ----- laportt.

*

Non, pa ferm lafnett.
---, ----- laportt.

C-8

I: Fer tro [so]. [Ouvér] [lafnett].

R: (Performs the action.)

Introduce the more courteous ways of giving a command or making a request:

[Ouvér] [lafnett], si-ou-plé.

Eski ou capav [ouvér] [lafnett],
si-ou-plé?

[Open] [the window], please.

Would you [open] [the window], please?

TO THE STUDENT:

While the grammatical imperative ('Ouvér lafnett') may be used in familiar situations (e.g. speaking to children) or in shopping ('Donn mwa enn kilo' [Give me a kilo]), it is more common, for reasons of courtesy, to give commands in the form of a request:

Eski ou capav ouvér lafnett,
si-ou-plé?

Would you open the window, please?

TO THE TEACHER:

Find an opportunity in connection with the classroom work to introduce

Pa tracassé.

Don't worry.

Your students are familiar with computer cards (such as IBM cards) which carry the warning DO NOT BEND. You might make the negative imperative somewhat more memorable by bringing a few such cards to class and deliberately bending them. Teach your students to say 'Pa plié' or the stronger 'Na pa plié'.

For further materials using 'finn' and for an introduction of 'fec', see Lesson 17X.

Handout - 1

The predicate marker 'finn' is used to indicate an action that has been completed, resulting in a state or condition which is relevant at the moment of speaking.

Li finn al laboutik.

He has gone to the store (and therefore isn't here).

Li ti al laboutik.

He went to the store (and has returned).

Li finn sou.

He became drunk (and still is).

Li ti sou.

He was drunk (but no longer is).

Listen carefully to the following sentences and write 'finn' (completed-- and still relevant-- action), 'ti' (past), 'pé' (progressive), or 'pou' (future) in the blank. If none of these predicate markers is used, put a checkmark in the blank as an indication that the sentence is 'general'.

1. Li _____ al sinéma.
2. Mo _____ sorti laboutik.
3. Nou _____ lir lagazett.
4. Mo _____ écoult nouvel granmatin.
5. Mo _____ écoult nouvel.
6. Ou _____ coz anglé bien.
7. Robert _____ aprann fransé.
8. Kifér (why) ou _____ fer sa?
9. Li _____ conn fransé oussi.
10. Zott _____ ferm laportt.

fold here

1. Li finn al sinéma.
2. Mo finn sorti laboutik.
3. Nou pé lir lagazett.
4. Mo ti écoult nouvel granmatin.
5. Mo finn écoult nouvel.
6. Ou coz anglé bien.
7. Robert ti aprann fransé.
8. Kifér ou finn fer sa?
9. Li conn fransé oussi.
10. Zott pou ferm laportt.

The predicate marker 'finn' is often contracted after vowels. Listen as your teacher reads the following examples:

Mo'nn ouvér laportt.

I have opened the door.

Ou'nn ferm lafnett?

Have you closed the window?

Li'nn al dan class.

He has gone to class.

Nou'nn réponn so kestion.

We have answered his question.

Continue to write the predicate markers in the sentences below, writing the contracted form of 'finn' whenever it occurs.

11. Mo _____
12. Ou _____
13. Ou _____
14. Li _____
15. Li _____
16. Nou _____
17. Nou _____
18. Ki ou _____ fer?
19. Ki ou _____ fermé?.
20. Ki ou _____ ouvér?
21. Ki ou _____ fer?
22. Mo _____ blié (forget).

fold here

11. Mo'nn ferm lafnett.
12. Ou'nn ouvér laportt.
13. Ou pé ouvér laportt.
14. Li'nn écrire enn lett.
15. Li pou écrire enn lett.
16. Nou ti lir lagazett ier.
17. Nou'nn lir ou lett.
18. Ki ou'nn fer?
19. Ki ou'nn fermé?
20. Ki ou pé ouvér?
21. Ki ou fer?
22. Mo'nn blié.

Lesson 17 What languages do you speak?

This lesson teaches ways of talking about one's language ability.

Drill - 1TeacherResponse

Eski ou coz créol?

Wi, mo coz créol enn tigitt.

Yes, I speak a little Creole.

----- fransé?

--, ----- fransé -----.

*

*

*

Eski ou camarad coz
créol?Non, li pa coz créol ditou.No, he doesn't speak Creole
at all.-----
fransé?

---, ----- fransé -----.

*

*

*

Eski ou coz anglé?

Wi, mo coz anglé bien.

Yes, I speak English well.

---- mo --- créol?

--, ou --- créol ----.

Dialog - 1

I: Eski ou coz créol?

Or: Ou coz créol?

R: Wi, mo coz créol enn tigitt.

I: Eski [Robert] coz créol?

R: Wi, li coz créol bien.

Or: Wi, li coz créol enn tigitt.

Or: Non, li pa coz créol ditou.

I: Eski ou coz anglé?

R: Wi, mo coz anglé bien.

I: Ec fransé oussi?

R: Wi, enn tigitt.

Or: Non, mo pa coz fransé ditou.

Dialog - 2

I: Créol enn lang, anglé enn
lang, fransé enn lang.
 Ki lang ou aprann?

R: Mo aprann créol.

I: Acott ou aprann créol?

R: Mo aprann créol dan class.

I: Ki lang ou cozé?

R: Mo coz anglé. Mo coz fransé
 enn tigitt.

Creole is a language, English is a
 language, French is a language.
 Which language do you study?

Drill - 2Teacher

Ki péi dimoun coz créol?

In what country do
 people speak Creole?

----- anglé?

----- fransé?

Response

Zott coz créol Maurice.

----- anglé l'Amérique ec
 l'Angleterre.

----- fransé la France.

C-1

I: Ki dimoun [Maurice] cozé?

R: Zott coz [créol].

C-2

I: Ki coz [créol]?

R: Dimoun Maurice coz [créol].

C-3

I: [L'Amérique] ki lang dimoun
 cozé?

R: [L'Amérique] dimoun coz
 [anglé].

What language do people speak in
 [America]?

In [America] people speak [English].

C-4

Repeat C-3, having the students ask the question. Then have them ask you the question below about Canada.

I: Canada, ki lang dimoun cozé?

R: Canada, éna dimoun ki co^z fransé,
éna dimoun ki co^z anglé.

C-5

I: [Canada] comien lang dimoun cozé?

In [Canada] how many languages do people speak?

R: Zott co^z [dé] lang, [anglé ec fransé].

They speak two languages, [English and French].

C-6

I: Comien lang ou cozé?

How many languages do you speak?

R: Mo co^z enn lang, anglé selman.

I speak one language, only English.

Or: Mo co^z dé lang, anglé ec fransé.

C-7

Teach students the question 'Comien lang ou cozé?' and then repeat C-6 with students asking the question of each other.

C-8

I: Ki lang [ou professér] cozé?

R: Li co^z [anglé, fransé, ec créol].

I: Comien lang li cozé?

R: Li co^z [trwa] lang.

LANGUAGE ACTIVITY:

Outside of class ask at least three other people about their language ability with such questions as

Comien lang ou cozé?

Eski ou coz [fransé]?

Eski ou coz [créol] bien?

Lesson 18 Do you know how many people there are in Mauritius?

In this lesson students are to practice using the long form of the verb (e.g., cozé, manzé, lavé) as well as the short form (e.g., coz, manz, lav) which was practiced in earlier lessons.

Handout - 1Drill - 1

<u>Teacher</u>	<u>Response</u>	<u>Teacher</u>
Mo coz créol.	Ki ou cozé?	Créol.
Mo lav <u>linz</u> .	Ki ou lavé?	<u>Linz</u> .
Li coup papié.	Ki li coupé?	Papié.
Li <u>manz</u> banann.	Ki li <u>manzé</u> ?	Banann.
Robert écoult disc.	Ki li écouté?	Disc.

C-1

T: Dir [Robert]: Ki to [cozé]?

S₁: [Robert], ki to [cozé]?

S₂: Mo [coz] [anglé].

C-2

In doing this C-phase and others following, first ask the questions yourself and then have students ask the questions of each other.

I: Comien lang ou coné?

How many languages do you know?

R: Mo conn [enn sel] lang.

I know one (lit: a single) language.

I: Ki lang ou coné?

R: Mo conn [anglé].

C-3

I: Comien [morissien] ou coné?

R: Mo conn [sink] [morissien].

C-4

I: Acott ou resté?

Where do you live (lit: stay)?

R: Mo ress [pré-cott] [Robert].

I live [near] [Robert].

Drill - 2TeacherResponseTeacherMo ress pré-cott Missié
Leblanc.

Acott ou resté?

Pré-cott Missié Leblanc.

Mo manz dan lasal-manzé.

Acott ou manzé?

Dan lasal-manzé.

Mo begn dan lasamm-bin.

Acott ou bégné?

Dan lasamm-bin.

C-5

I: Acott ou resté?

R: Mo ress [acott] [Robert].

I live [next to] [Robert].

I: Ec ki ou resté?

Who do you live with?

R: Mo ress ec [Paul].

Drill - 3TeacherResponseTeacher

Mo apel [Missié Singh].

Couman ou apélé?

[Missié Singh].

Li apel [Robert].

----- li -----?

[Robert].

*

*

*

Mo pou al laboutik [dimin].

Kan ou pou alé?

[Dimin].

Li ti lav linz [ier].

--- li ti lavé?

[Ier].

C-6

I: Couman li apélé?

R: Li apel [Robert].

I: Wi, li apel [Robert].

Couman ou apélé?

R: Mo apel [Paul].

C-7

I: (Eski) ou coné si [Paul] coz [fransé]?

R: Wi, mo coné. Li coz fransé [enn tigitt].

Or: Non, mo pa coné.

C-8

I: (Eski) ou coné comien dimoun éna dan class?

R: Wi, mo coné. Ena [sink] dimoun dan class.

I: Eski ou coné comien dimoun éna Maurice?

R: Non, mo pa coné. Ena boucou.

No, I don't know. There are a lot.

C-9

I: Eski ou coné ki lang [Robert] cozé?

R: Wi, mo coné. Li coz [anglé].

Or: Non, mo pa coné.

C-10

I: Ena comien lang ofissiel dan Canada, ou coné?

Do you know how many official languages there are in Canada?

R: Wi, mo coné. Ena dé lang ofissiel dan Canada, anglé ec fransé.

I: Ena comien lang ofissiel dan l'Amérique, ou coné?

R: Wi, mo coné. Ena enn sel, anglé.

Drill - 4Teacher

Ki ou lavé? Linz?

Ki lang ou cozé? Créol?

Ki ou gété? Télévizion?

Ki ou fermé? Laportt?

Ki ou écouté? Disc?

Response

Wi, mo lav linz.

Wi, mo coz créol.

Wi, mo gett télévizion.

Wi, mo ferm laportt.

Wi, mo écouutt disc.

Acott ou alé toulézour? Dan class?

Acott ou resté? Pré-cott Robert?

Acott ou manzé? Dan lasal-manzé?

Acott ou bégné? Dan lasamm-bin?

*

*

Kan ou pou alé? Dimin?

Kan ou pou lavé? Dimin?

Kan ou pou bégné? Dimin?

Kan ou ti alé? Ier?

Kan ou ti lévé? Granmatin?

Kan ou ti bégné? Granmatin?

Wi, mo al dan class.

Wi, mo ress pré-cott Robert.

Wi, mo manz dan lasal-manz.

Wi, mo begn dan lasamm-bin.

*

Wi, mo pou alé dimin.

--, ----- lavé dimin.

--, ----- bégné dimin.

--, -- ti alé ier.

--, ----- lévé granmatin.

--, ----- bégné granmatin.

Drill - 5

Teacher

Kan ou pou al laboutik? Dimin?

Kan ou pou lav linz? Dimin?

Kan ou écoutt nouvel? Tou-lé-aswar?

Kan ou pegn ou sévé? Tou-lé-granmatin?

Kan ou ti al sinéma? Ier-aswar?

Response

Wi, mo pou alé dimin.

Wi, mo pou lavé dimin.

Wi, mo écouté tou-lé-aswar.

Wi, mo pégné tou-lé-granmatin.

Wi, mo ti alé ier-aswar.

TO THE TEACHER:

When a student makes a grammatical error in a sentence, you may want to ask the following question of another student:

T: Eski li bon sa fraz la?

Is that sentence correct?

S: Non.

T: Ki li bizin dir?

What should he (lit: does he need to) say?

S: (States sentence correctly)
[Gett lor tablo].

Handout - 1

Most verbs that end in '-é' drop this vowel if the verb is followed by an object, a prepositional phrase, or a manner adverb (e.g., bien). ('Montré' is one of the exceptions.)

Li apel Robert.

Mo al dan class.

Ecoutt bien.

The '-é' does not drop when the verb comes at the end of a sentence or clause:

Couman li apélé?

Eski ou coné comien dimoun éna dan class?

The '-é' also does not drop when the verb is followed by a time adverb:

Acott li ti alé ier?

For some verbs, when the final vowel is dropped, other changes in spelling also take place: coné > conn; écouté > écoutt; répété > répett; apélé > apel; etc.

Listen carefully to the following sentences and indicate if the final '-é' of the verb is present or lacking.

- | | | |
|-----|----|----------|
| 1. | -é | lacks -é |
| 2. | -é | lacks -é |
| 3. | -é | lacks -é |
| 4. | -é | lacks -é |
| 5. | -é | lacks -é |
| 6. | -é | lacks -é |
| 7. | -é | lacks -é |
| 8. | -é | lacks -é |
| 9. | -é | lacks -é |
| 10. | -é | lacks -é |
| 11. | -é | lacks -é |
| 12. | -é | lacks -é |
| 13. | -é | lacks -é |
| 14. | -é | lacks -é |
| 15. | -é | lacks -é |

fold here

- | | |
|-----|-----------------------------------|
| 1. | Couman li apélé? |
| 2. | Li apel Robert. |
| 3. | Eski ou conn Robert? |
| 4. | Comien lang ou coné? |
| 5. | Mo conn katt lang. |
| 6. | Ki lang Robert cozé? |
| 7. | Eski li coz créol bien? |
| 8. | Comien lang ou coz bien? |
| 9. | Couman ou apel sa? |
| 10. | Li'nn ferm laportt. |
| 11. | Ki li finnn fermé? |
| 12. | Ki li ti fermé ier? |
| 13. | Acott ou pou alé dimin? |
| 14. | Mo pou al dan class. |
| 15. | Eski ou écoutt ou professér bien? |

16. -é lacks -é
17. -é lacks -é
18. -é lacks -é
19. -é lacks -é
20. -é lacks -é

16. Ki ou pé écouté?
17. Ki li ti lavé ier?
18. Répété, si-ou-plé.
19. Mo répett kestion.
20. Eski ou lav ec savon Tide?

Lesson 19 What do Americans eat?

In this lesson students learn to tell what Americans eat and drink.

Monolog - 1

Use pictures for identifying and introducing the following: dizef (eggs), dipin (bread), béconn (bacon).

Sa dizef, sa dipin, sa béconn.

Dimoun l'Amérique manz [dizef] pou zott ti-dézéné.

C-1

I: Ki dimoun l'Amérique manzé granmatin?

R: Zott manz dizef, dipin, béconn.

What do Americans eat in the morning?

They eat eggs, bread, bacon.

Monolog - 2

Use pictures to introduce the following (as in Monolog - 1): zi fri (fruit juice), café (coffee), dité (tea), dilé (milk).

C-2

I: Ki zott bwar?

R: Zott bwar zi fri, café, swa dité, swa dilé.

What do they drink?

They drink juice, coffee, or tea or milk.

Monolog - 3

Use pictures to introduce the following (as in Monolog - 1): laviann (meat), pwasson (fish), légim (vegetables), salad (lettuce; salad), fri (fruit), pomedéter (potatoes).

C-3

I: Aswar ki zott manzé?

What do they eat in the evening?

R: Zott manz laviann swa pwasson,
ec poudétér, légim, salad.

They eat meat or fish with
potatoes, vegetables, salad.

C-4

I: Ki kalité laviann zott manzé?

R: Zott manz laviann bef, laviann poul,
laviann mouton, laviann cosson.

C-5

I: Ki kalité légim zott manzé?

R: Zott manz zarico ver, bred, may,
tomatt.

Drill - 1Teacher

Ou contan pwasson?

Do you like fish?

----- laviann?

Do you like meat?

----- dizef?

Do you like eggs?

----- []?

Response 1

Wi, mo contan pwasson.

--, ----- laviann.

--, ----- dizef.

--, ----- [].

Response 2

Non, mo pa contan pwasson
tro boucou.

---, -----laviann
-----.

---, ----- dizef
-----.

---, ----- []
-----.

No, I don't like fish very
much.

Drill - 2Teacher

Ou contan laviann bef?
 ----- poul?
 ----- mouton?
 ----- cosson?

Do you like beef?
 Do you like chicken?
 Do you like lamb?
 Do you like pork?

Response 1

Wi, mo contan laviann bef.
 --, ----- poul.
 --, ----- mouton.
 --, ----- cosson.

Response 2

Non, mo pa contan laviann bef.
 ---, ----- poul.
 ---, ----- mouton.
 ---, ----- cosson.

C-6

I: Ki kalité laviann ou contan?
 R: Mo contan laviann [bef].

What kind of meat do you like?

C-7

I: Ki kalité dessér dimoun
 l'Amérique manzé?
 R: Zott manz sorbé, swa gato,
 swa fri.

What kind of desert do Americans eat?

They eat ice-cream, or cakes, or fruit.

C-8

I: Ki kalité fri zott manzé?
 R: Zott manz tou kalité fri:
 pomm, banann, zoranz, zanana.

What kind of fruits do they eat?

They eat all kinds of fruit:
 apples, bananas, oranges, pine-apples.

Drill - 3Teacher

Ki ou contan pliss: banann swa zanana?

-----: sorbé banann swa
sorbé socola?

-----: laviann bef swa
laviann poul?

-----: [] swa []?

Which do you like better (lit: more):
bananas or pineapples?

Which do you like better: banana or
chocolate ice-cream?

Which do you like better: beef or
chicken?

Response

Mo contan [zanana] pliss.

----- [sorbé socola] -----.

----- [laviann poul] -----.

----- [] -----.

C-9

I: Ki dimoun l'Amérique bwar?

R: Zott bwar dilé, café, dité,
dilo, labiér, coca-cola.

What do Americans drink?

They drink milk, coffee, tea, water,
beer, coca-cola.

Drill - 4Teacher

Eski ou bwar boucou dilé?

----- café?

----- []?

Response 1

Wi, mo bwar boucou dilé.

---, ----- café.

---, ----- [].

Response 2

Non, mo pa bwar tro boucou dilé.

---, ----- café.

---, ----- [].

Response 3

Non, mo pa bwar dilé ditou.

---, ----- café -----.

---, ----- [] -----.

Also include 'dité' (tea), 'dilo' (water), 'labiér' (beer), and 'coca cola' in the above.

Lesson 20 What do Mauritians eat?

In this lesson students learn what Mauritians eat and drink.

Dialog - 1

- I: Eski ou coné ki dimoun Maurice manzé?
- R: Non, mo pa coné.
- I: Abé, dimann mwa.
- R: Ki dimoun Maurice manzé?
- I: Zott manz tou kalité kiksoz. Zott manz douri ec cari, salad, grin sec, laviann, boucou légim oussi.
- R: Ki légim éna Maurice?
- I: Ena tou kalité légim: pumdétér, lisou, lisouflér, lalo, zarico ver, ziromon, brinzel.

Do you know what Mauritians eat?

No, I don't know.

Well, you can ask me.

What do Mauritians eat?

They eat all kinds of things. They eat rice with curry, salad, dried beans (lit: grains), meat and many vegetables, too.

What vegetables are there in Mauritius?

There are all kinds of vegetables: potatoes, cabbage, cauliflower, okra, green beans, pumpkin, eggplant.

C-1

Use pictures for identifying the foods introduced in the dialog below.

- I: Ou coné ki été [douri]?
- R: Non, mo pa coné. Ki été sa?
Or: Ki été [douri]?
- I: (Pointing to a picture) sa ki apel [douri].
Or: Sa [douri].

Ask questions about the foods introduced in Dialog - 1.

Ou contan manz [douri]?

Ki kalité [légim] ou contan?

Eski ou contan manz [cari]?

Ki ou contan pliss: [zarico] swa [pumdétér]?

C-2

I: Ou coné ki été pomdamour?

Do you know what cherry tomatoes are?

R: Non, mo pa coné. Ki été sa?

I: Sa kiksoz ki ou manzé.
Pomdamour parey couman tomatt,
mé li pli piti; tomatt pli gro.
Oussi tomatt pli dou ki pomdamour.

They're something that you eat.
Cherry tomatoes are like tomatoes,
but they're smaller; tomatoes are
larger. Also, tomatoes are sweeter
than cherry tomatoes.

R: Mo compran astér.

I understand now.

Drill - 1TeacherResponse

Tomatt gro, pomdamour piti.

Tomatt pli gro ki pomdamour.

Tomatoes are larger than
cherry tomatoes.

[] gro, [] piti.

[] pli gro ki [].

Add such vocabulary to the above drill which has already been learned or compare objects which are available in the classroom.

Drill - 2TeacherResponse

Tomatt dou, pomdamour pa dou.

Tomatt pli dou ki pomdamour.

Tomatoes are sweeter
than cherry tomatoes.

[] dou, [] pa dou.

[] pli dou ki [].

Drill - 3Teacher

Sa enn gro tomatt, sa enn ti tomatt.

This is a large tomato, that is a small
tomato.

----- [], ----- [].

Response

Sa tomatt la pli gro ki sa lott la.

This tomato is larger than the other.

-- [] -----.

Drill - 4Teacher

Sa enn tomatt dou, s'enn tomatt la pa dou.
 ----- [] ---, ----- [] -----.

Response

Sa tomatt la pli dou ki sa lott tomatt la.
 -- [] -----.

Drill - 5Teacher

Ou finnn déza manz manzé indien?
 ----- sinwa?

Have you eaten Indian food yet?
 Have you eaten Chinese food yet?

Response 1

Wi, mo'nn déza manz
 manzé indien.

---, -----
 ----- sinwa.

Response 2

Non, mo p'ancor manz
 manzé indien.

---, -----
 ----- sinwa.

No, I haven't eaten Indian food yet.

No, I haven't eaten Chinese food yet.

Dialog - 2

I: Dan Maurice éna oussi manzé
 sinwa ec manzé indien. [Robert]
 ou finnn déza manz manzé indien?

R: Wi, mo'nn déza manz manzé indien.

Or: Non, mo p'ancor manz manzé
 indien.

I: Ec manzé sinwa oussi?

R: Wi, mo'nn déza manz manzé sinwa.

I: Eski ou'nn déza manz ec bagett?

R: Non, mo p'ancor manz ec bagett.

I: [Robert], ou'nn déza servi bagett?

R: Wi, mo'nn déza servi bagett.

Or: Non, mo p'ancor servi bagett.

I: [Paul], ou capav servi bagett?

R: Non, mo pa capav servi bagett?

Or: Wi, mo capav servi bagett.

In Mauritius there is also Chinese food and Indian food. Robert, have you ever eaten Indian food?

Yes, I've already eaten Indian food.

No, I haven't eaten Indian food yet.

And Chinese food too?

Yes, I've already eaten Chinese food.

Have you ever eaten with chopsticks?

No, I haven't eaten with chopsticks yet.

[Robert], have you ever used chopsticks?

Yes, I've already used chopsticks.

No, I haven't used chopsticks yet.

[Paul], can you use chopsticks.

No, I can't use chopsticks.

Yes, I can use chopsticks.

Drill - 6

First introduce the meaning of 'foursett' (fork), 'couto' (knife), and 'couyér' (spoon) by using pictures of the actual objects.

Teacher

Ou capav manz lasoup ec bagett?

----- couto?

----- foursett?

*

*

Ou capav manz lasoup ec couyér?

Ou capav coup laviann ec couto?

Can you eat soup with chopsticks?

Can you eat soup with a knife?

Can you eat soup with a fork?

*

Can you eat soup with a spoon?

Can you cut meat with a knife?

Response

Non, mo pa capav manz lasoup ec bagett.

---, ----- couto.

---, ----- foursett.

*

*

Wi, mo capav manz lasoup ec couyér.

---, ----- coup laviann ec couto.

Drill - 7Teacher

Ki ou bizin servi pou manz lasoup?

----- coup laviann?

----- écrire enn lett?

----- []?

Response

Mo bizin enn couyér.

----- couto.

----- plim.

----- [].

Dialog - 3

- I: Ou capav manz lasoup ec [bagett]?
- R: Non, mo pa capav manz lasoup ec bagett.
- I: Ki ou bizin servi pou manz lasoup?
- R: Mo bizin enn couyé.
- I: Wi, ou bizin enn couyé. Ki ou bizin pou coup laviann?
- R: Mo bizin enn couto pou coup laviann.
- I: Eski ou capav coup laviann ec enn fourset?
- R: Non, mo pa capav coup laviann ec enn fourset.

Or: Wi, parfwa mo capav, mé li difissil.

I: Wi, li difissil, li pa fassil.

- Can you eat soup with chopsticks?
- No, I can't eat soup with chopsticks.
- What do you have to use to eat soup?
- I need a spoon.
- Yes, you need a spoon. What do you need to cut meat?
- I need a knife to cut meat.
- Can you cut meat with a fork?
- No, I can't cut meat with a fork.

Yes, sometimes I can, but it's hard.

Yes, it's hard, it's not easy.

Dialog - 4

- I: Ou coné ki nou bwar Maurice?
- R: Non, mo pa coné; ki zott bwar?
- I: Nou bwar café swa dité. Nou bwar coca-cola swa labiér swa fanta swa parfwa dilo coco.
- R: Ki été fanta?
- I: Sa kiksoz ki ou bwar. Li couman soda, mé li éna gou zoranz.

- Do you know what we drink in Mauritius?
- No, I don't know, what do you drink?
- We drink coffee or tea. We drink coca-cola or beer or fanta or sometimes coconut water.
- What is 'fanta'?
- It's something you drink. It's like soda but it tastes like oranges.

Drill - 8Teacher

Ou bwar café ec dilé?

----- disic?

Response

Wi, mo bwar li ec dilé.

--, ----- disic.

Dialog - 5

I: [Robert], ou contan bwar café nwar?
 R: Ki vé dir 'café nwar'?
 I: 'Café nwar' vé dir café ki p'éna dilé.
 R: Couma ou apel café ec disic?
 I: Kan ou bwar café ec disic, ou bwar café dou. Eski ou bwar café ec disic?
 R: Wi, mo bwar li ec disic.
 Or: Non, mo bwar li san disic.

[Robert], do you like to drink black coffee?
 What's 'café nwar'?
 'Café nwar' means coffee without milk.
 What do you call coffee with sugar.
 When you drink coffee with sugar you drink sweet coffee. Do you drink coffee with sugar?
 Yes, I drink it with sugar.
 No, I drink it without sugar.

Drill - 9Teacher

Ou lé manzé?
 ----- bwar?

*

*

Ou gagn fin?
 ----- swaf?

Response

Wi, mo lé manzé.
 --, ----- bwar.

*

Wi, mo gagn fin.
 --, ----- swaf.

Dialog - 6

I: Astér ou (gagn) fin?
 R: Wi, mo (gagn) fin.
 I: Ou (gagn) swaf oussi?
 Ou lé bwar kiksoz fré?
 R: Wi, mo lé bwar kiksoz fré.

Are you hungry now?
 Yes, I'm hungry.
 Are you thirsty too?
 Do you want to drink a cold drink?

Dialog - 7

I: Eski ou contan manz laviann cabri?
 R: Mo p'ancor manz sa laviann la.
 I: Boucou morissien manz laviann cabri.
 Eski ou lé séyé?
 R: Wi, mo lé séyé.
 Or: Non, mo pa lé séyé.

Do you like to eat goat meat?
 I've never eaten that kind of meat.
 Many Mauritians eat goat meat.
 Do you want to try it?

Lesson 21 What color is this shirt?

This lesson introduces the use of colors in describing objects.

Drill - 1

For teaching the following use shirts (or pictures of shirts) of various colors.

TeacherResponse

Ki coulér sa simiz la été?	What color is this shirt?	Li blé.	It's blue.
-----?		Li <u>blan</u> .	It's white.
-----?		Li rouz.	It's red.
-----?		Li <u>maron</u> .	It's brown.

Drill - 2

TeacherResponse

Ki coulér ou simiz été?	Li [<u>blan</u>].	Mo simiz [<u>blan</u>].
----- mo simiz ---?	-----.	Ou -----.
----- simiz [Robert] ---?	-----.	So -----.
----- sa simiz la ---?	-----.	Sa -----.

C-1

I: Ki coulér mo simiz?

What color is my shirt.

R: Li [blan].

It's [white].

I: Wi, li [blan]. Zordi mo finn mett enn simiz [blan]. Ki coulér simiz ou finn mété zordi?

Yes, it's [white]. Today I've put on a [white] shirt. What color shirt have you put on today?

R: Mo finn mett enn simiz [blé].

I: Ki coulér simiz ou ti mété ier?

R: Mo ti mett enn simiz [maron].

Drill - 3Teacher

Ki coulér simiz [Robert] ti mété ier?

----- [] [] -----?

Response

Mo finn blié, mo pa rapel.

-----.

Drill - 4Teacher

Ki ou ti manzé ier-aswar? Eski ou rapel?

Ki ou ti bwar ier-aswar? Eski ou rapel?

Ki ou ti aprann [ier]? Eski ou rapel?

Ki ou ti fer ier-aswar? Eski ou rapel?

What did you eat yesterday evening? Do you remember?

Response 1

Mo pa rapel ki mo ti manzé ier-aswar.

----- bwar -----.

----- aprann [ier].

----- fer ier-aswar.

Response 2

Wi, mo rapel. Ier-aswar mo ti manz [laviann] ec [légim].

--, ----- bwar [café].

--, ----- [Ier] mo ti aprann boucou créol.

--, ----- Ier-aswar mo ti al [sinéma].

C-2

I: Eski ou rapel ki ou ti [manzé] [ier-aswar]?

R: Wi, mo rapel. Mo ti [manz] [laviann ec légim].

C-3

I: Eski ou éna simiz [gri]?

R: Wi, mo éna enn simiz [gri].

I: Kan ou ti mett ou simiz [gri]?

R: Mo ti mett li [samdi].

Do you have a [gray] shirt?

Yes, I have a [gray] shirt.

When do you put on your [gray] shirt?

I put it on on [Saturday].

C-4

I: Ou éna enn simiz [blé]?

R: Non, mo pa éna enn simiz [blé].

I: Ki coulér simiz ou éna?

R: Mo éna enn simiz [blan].

Lesson 22 When your hands get dirty, what do you have to do?

This lesson gives further practice in the use of adjectives to describe objects.

Drill - 1Teacher

Eski ou mett palto toulézour?
 ----- long calson ----?
 ----- rob -----?
 ----- soulié -----?

Do you put on a jacket everyday?
 Do you put on long pants everyday?
 Do you put on a dress everyday?
 Do you put on shoes everyday?

Response

Wi, mo mett palto toulézour.
 --, ----- long calson ---.
 --, ----- rob -----.
 --, ----- soulié -----.

Monolog - 1

Present the following as a monolog. Be sure to have at least one item of clean clothing and one item of dirty clothing available.

Sa enn [simiz] sal, li pa prop.
 Sa enn [simiz] prop, li pa sal.

This is a dirty [shirt], it's not clean.
 This is a clean [shirt], it's not dirty.

C-1

I: Eski ou mett enn [simiz] sal
 swa enn [simiz] prop?
 R: Mo mett enn [simiz] prop toulézour.

Do you put on a dirty [shirt] or
 a clean one?
 I put on a clean [shirt] everyday.

Dialog - 1

- I: Kan ou mett enn [simiz] dé,
trwa zour, li vinn sal, pa vré?
- R: Wé.
- I: Kan ou [simiz] finnn vinn sal, ki
ou bizin fer?
- R: Mo bizin lav li.
- I: Wi, ou bizin lav ou [simiz]
kan li finnn vinn sal.
Kan ou lav ou [simiz], eski li
vinn prop?
- R: Wi, li vinn prop.
- I: Kan ou lav ou [simiz], eski ou
servi savon ordinér swa savon lapoud?
- R: Mo servi [savon lapoud].

When you wear a [shirt] two or
three days, it gets dirty, doesn't
it?

Yes.

When your [shirt] has gotten dirty,
what do you have to do?

I have to wash it.

Yes, you have to wash your [shirt]
when it has gotten dirty.

When you wash your [shirt] does it
get clean?

Yes, it gets clean.

When you wash your [shirt], do you
use ordinary (bar) soap or soap
powder?

I use [soap powder].

Drill - 2Teacher

- Kan ou lamin finnn sal, ki ou bizin fer?
- figir -----?
- lipié -----?
- sévé -----?
- lécor -----?

When your hands get dirty, what do you have
to do?

When your face gets dirty, what do you have
to do?

When your feet get dirty, what do you have
to do?

When your hair gets dirty, what do you have
to do?

When your body gets dirty, what do you have
to do?

Response

- Mo bizin lav zott.
- li.
- zott.
- li.
- li.

C-2

I: Eski ou lav ou [lamin] ec
savon ec dilo?

R: Wi, mo lav zott ec savon ec dilo.

C-3

Place a number of familiar items, one at a time, on the table.

I: Ki mo finn mété lor latatab?

R: Ou finn mett enn [créyon] lor latatab.

I: (After taking the object from the table)
Ki mo'nn pran lor latatab?

What have I taken off the table?

R: Ou finn pran enn [créyon].

I: Astér ki éna lor latatab?

R: P'éna narien lor latatab.

I: Astér ki éna dan mo [lamin]?

R: Ou éna enn [créyon] dan ou [lamin].

Or: Ou p'éna narien dan ou [lamin].

Lesson 23 What are you going to do after class?

This lesson introduces the use of 'avan' (before) and 'après' (after) to relate one event to another.

Dialog - 1

I: [Robert], acott ou alé toulézour?
 R: Mo al, dan class toulézour.
 I: Eski ou al dan [lasal-manzé] oussi toulézour?
 R: Wi, mo al dan [lasal-manzé] oussi toulézour.
 I: Eski ou pou al [Maurice] après Training Program?
 R: Wi, mo pou al [Maurice] après Training Program.
 I: Eski ou ti ress dan liniversité avan ou ti vinn issi?
 R: Wi, mo ti ress dan liniversité avan mo ti vinn issi.

[Robert], where do you go everyday?
 I go to class everyday.
 Do you go to the [dining room] everyday, too?
 Yes, I go to the [dining room] everyday, too.
 Will you go to [Mauritius] after the Training Program?
 Yes, I'll go to [Mauritius] after the Training Program.
 Were you in college before you came here?
 Yes, I was in college before I came here.

If the Training Program takes place in Mauritius, mention a local place instead of 'Maurice'.

Drill - 1

Teacher

Eski ou pou al laboutik après class?
 ----- laposs -----?
 ----- librédi -----?

*

*

Eski ou pou al dan class après dézéné?
 ----- laboutik -----?
 ----- [] -----?

Response

Wi, mo pou al laboutik après class.
 --, ----- laposs -----.
 --, ----- librédi -----.

*

Wi, mo pou al dan class après dézéné.
 --, ----- laboutik -----.
 --, ----- [] -----.

Eski ou pou al sinéma apré diné?

Wi, mo pou al sinéma apré diné.

----- dan ou lasamm apré diné?

--, ----- dan mo lasamm -----.

----- [] -----?

--, ----- [] -----.

After practicing the affirmative responses, ask the questions at random and encourage students to answer truthfully about their intended activities after class (etc.) with negative as well as affirmative answers.

C-1

I: Kan ou pou al [Maurice]?

R: Mo pou al [Maurice] apré [Training Program].

C-2

I: Ki ou pou fer apré [Training Program]?

R: Mo pou al [Maurice].

Drill - 2

Teacher

Avan Training Program, eski ou ti ress
dan liniversité?

Avan class eski ou ti al laboutik?

Avan class eski ou ti al []?

Response

Wi, avan Training Program mo ti ress
dan liniversité.

Wi, avan class mo ti al laboutik.

Wi, avan class mo ti al [].

C-3

I: Avan [Training Program] ki
ou ti [fer]?

R: Mo ti [ress] [dan liniversité].

If any students have not been in college immediately prior to the Training Program, teach them the answer that applies to them (e.g. 'Mo ti travay' or 'Mo ti ress mo lacaz').

Drill - 3Teacher

Avan class acott ou ti été?
 ---- dézéné -----?
 ---- diné -----?

Response

Avan class mo ti dan mo lasamm.
 ---- dézéné ----- class.
 ---- diné ----- libréri.

C-4

I: Kan ou ti dan [libréri]?
 R: Avan [diné].

Drill - 4Teacher

Avan ou ti vinn issi, ou ti ress dan liniversité?
 Avan ou ti vinn dan class, ou ti al laboutik?
 Avan ou ti vinn dan class, ou ti al []?

Response

Wi, avan mo ti vinn issi, mo ti ress dan liniversité.
 Wi, avan mo ti vinn dan class, mo ti al laboutik.
 Wi, avan mo ti vinn dan class, mo ti al [].

C-5

I: Ki ou ti fer avan ou ti vinn issi?
 R: Mo ti [ress] [dan liniversité].

C-6

I: Eski ou ti vinn issi apré liniversité?
 R: Wi, mo ti vinn issi apré liniversité.
 Or: Non, mo pa ti vinn issi apré liniversité.

Drill - 5Teacher

Avan ou ti vinn issi, ou ti dan
ou lasamm?

Avan ou ti vinn issi, ou ti dan
laboutik?

Avan ou ti vinn issi, ou ti dan
[]?

Response

Wi, avan mo ti vinn issi, mo ti dan
mo lasamm.

Wi, avan mo ti vinn issi, mo ti dan
laboutik.

Wi, avan mo ti vinn issi, mo ti dan
[].

C-7

I: Avan ou ti vinn dan class acott ou
ti été?

R: Mo ti [dan mo lasamm].

Drill - 6Teacher

Eski ou ti vinn dépi ou lasamm?

Eski ou ti vinn dépi libréri?

Eski ou ti vinn dépi laboutik?

Response 1

Wi, mo ti vinn dépi mo lasamm.

Wi, mo ti vinn dépi libréri.

Wi, mo ti vinn dépi laboutik.

Response 2

Non, mo pa ti vinn dépi mo lasamm.
Mo ti vinn dépi [sinéma].

Non, mo pa ti vinn dépi libréri.
Mo ti vinn dépi [].

Non, mo pa ti vinn dépi laboutik.
Mo ti vinn dépi [].

C-7

I: Dépi ki coté ou finn vini?

Or: Dépi ki coté ou ti vini?

R: Dépi [mo lasamm].

Where have you come from?

From [my room].

Drill - 7Teacher

Eski ou ti vini avan Training Program
ti finn (ti'nn) coumansé?

Did you come before the Training
Program had begun?

Eski ou ti vini avan class ti finn
(ti'nn) coumansé?

Eski ou ti vini avan [] ti finn
(ti'nn) coumansé?

Response 1

Wi, mo ti vini avan Training Program
ti finn (ti'nn) coumansé.

Wi, mo ti vini avan class ti finn
(ti'nn) coumansé.

Wi, mo ti vini avan [] ti finn
(ti'nn) coumansé.

Response 2

Non, mo ti vini après Training Program
ti finn (ti'nn) coumansé.

Non, mo ti vini après class ti finn (ti'nn)
coumansé.

Non, mo ti vini après [] ti finn
(ti'nn) coumansé.

Use one or more of the following in the above drill as seems appropriate:
fett (party), sinéma (movie), lamess (church service), conféranss (meeting),
consér (concert), match-football (soccer game).

Drill - 8Teacher

Kan ou ti vinn issi, avan oubien après
Training Program ti'nn coumansé?

When did you come here, before or after
the Training Program had begun?

Kan ou ti vinn issi, avan oubien après
class ti'nn coumansé?

Kan ou ti vinn issi, avan oubien après
[] ti'nn coumansé?

Response

Mo ti vini [avan] Training Program ti'nn coumansé.

Mo ti vini [avan] class ti'nn coumansé.

Mo ti vini [avan] [] ti'nn coumansé.

C-8

I: Kan ou ti vini, avan oubien apré
class ti'nn coumansé.

R: Mo ti vini [avan] class ti'nn coumansé.

I: Kan [Robert] ti vini?

R: Li ti vini [apré] class ti'nn coumansé.

Review

Review Drills 1 to 8 by changing the question from second singular to third singular. For example:

I: Kan ou pou al [laboutik]?

R: Mo pou al [laboutik] apré class.

I: (To another student) Kan li pou al [laboutik]?

R: Li pou al [laboutik] apré class.

Lesson 24 What kind of work will you do in Mauritius?

In this lesson students learn to identify several occupations. In particular, each student should be able to say what work he expects to do in Mauritius.

Drill - 1

Teacher

Apré Training Program eski ou pou travay dan lagrikiltir?

Apré Training Program eski ou pou travay dan santt sossial.

Apré Training Program eski ou pou travay dan []?

After the Training Program are you going to work in the Agriculture Department?

After the Training Program are you going to work in the Social Welfare Center?

Response

Wi, mo pou travay dan lagrikiltir.

--, ----- santt sossial.

--, ----- [].

In the above drill ask about the kinds of work that you expect the students will be engaged in.

Dialog - 1

I: Apré Training Program ou pou travay dan Maurice?

R: Wi, apré Training Program mo pou travay dan Maurice.

I: Ki travay ou pou fer?

R: Mo pou travay dan [lagrikiltir].

I: Eski ou contan sa travay la?

R: Wi, mo contan sa travay la boucou.

Drill - 2Teacher

Eski [Robert] pou travay dan lagrikiltir?

---- [Marie] -----
santt sossial.

---- [] -----
[]?

Response

Wi, li pou travay dan lagrikiltir.

--, ----- santt sossial.

--, ----- [].

Drill - 3Teacher

Eski ou'nn déza fer travay professér?

----- []?

Response

Wi, mo'nn déza fer travay professér.

--, ----- [].

In the above drill ask about the various kinds of work you think your students have already done, such as: sécrétér (secretary), fermié (farmer), sofér (driver), cwizinié (cook), sarpantié (carpenter), garson (waiter), etc.

Dialog - 2

I: Ki travay [Robert] pou fer Maurice?

R: Li pou travay dan [lagrikiltir].

I: Ki travay ou ti fer avan ou ti vinn issi?

R: Avan mo ti vinn issi, mo ti [aprann dan liniversité].

I: Ki lott travay ou'nn déza fer?

R: Mo'nn déza fer travay [sofér] ec travay [garson].

Drill - 4Teacher

Eski ou capav fer travay doctér?

----- dantiss?

----- []?

Response

Non, mo pa capav fer sa travay la.

---, -----.

---, -----.

Drill - 5Teacher

Pou fer travay enn doctér, eski li fassil oubien li difissil?

Pou fer travay enn dantiss, eski li fassil oubien li difissil?

Pou fer travay enn [], eski li fassil oubien li difissil?

Response

Li difissil, li pa fassil.

-----, -----.

-----, -----.

C-1 .

I: Eski ou capav fer travay [doctér]?

R: Non, mo pa capav fer sa travay la.

I: Pou fer sa travay la, ou bizin aprann boucou; li enn travay difissil, li pa fassil.

Drill - 6Teacher

Couman apel enn dimoun ki okip malad?

Couman apel enn dimoun ki okip lédan?

Couman apel enn dimoun ki montré zélev dan lécol oubien liniversité?

Couman apel enn dimoun ki condir loto?

Couman apel enn dimoun ki lapess pwasson?

Response

Enn doctér.

Enn dantiss.

Enn professér.

Enn sofér.

Enn pessér.

C-2

I: Ou coné ki été enn [doctér]?

R: Wi, mo coné. Ean [doctér] enn dimoun ki [okip malad].

Or: Non, mo pa coné.

Or: Non, mo'nn blié.

Lesson 25 Describe Marie for me.

This lesson teaches students to describe people.

C-1

I: [Robert], décrire [Marie] pou mwa.
Li enn [garson] swa enn [tifi]?

R: Li enn [tifi].

[Robert], describe [Marie] for me.
Is she a [boy] or a [girl]?

She's a [girl].

For adults ask: 'Li enn zomm swa enn fann?' (Is he/she a man or a woman?)

C-2

I: Eski li zoli?

R: Wi, li zoli.

Or: Non, li pa tro zoli.

Or: Li pa zoli ditou.

Is she pretty/is he handsome?

No, she's not very pretty/he's not very handsome.

She's not pretty/he's not handsome at all
(but she/he has lots of personality).

C-3

I: Eski li [gran] swa li [courtt]?

R: Li [gran].

I: Wi, [Marie] [gran].

Or: Wi, [Marie] courtt.

Is she [tall] or [short]?

She's [tall].

Yes, [Marie] is [tall].

When it is appropriate, teach students the following answer: Li pa gran, li pa courtt (He/she's not tall, he/she's not short). Also teach 'gro' (fat) and 'meg' (thin).

C-4

I: Eski li vié swa li zenn?

R: Li [zenn].

Is she/he old or young?

C-5

I: Ki coulér so sévé?

What color is her hair?

R: So sévé [blon].

Her hair is [blond].

I: Wi, li éna sévé [blon].

One of the following may be used in place of 'blon': maron (brown), nwar (black), rouz (red), blan (white), gri (gray).

C-6I: Eski li éna sévé courtt
swa long?

Does she have short hair or long?

R: Li éna long sévé.

She has long hair.

Or: Li éna sévé courtt.

She has short hair.

Or: So sévé pa long.

Her hair isn't long.

C-7

I: So sévé drwatt swa bouclé?

Is her hair straight or curly?

R: So sévé [drwatt].C-8

I: Ki coulér so lizié?

What color are her eyes?

R: So lizié [blé].

Her eyes are [blue].

I: Eski li mett linett?

Does she wear glasses?

R: Wi, li mett linett.

Or: Non, li pa mett linett.C-9I: Eski [Robert] éna [labarb]?

Does [Robert] have a [beard]?

R: Wi, li éna [labarb].

One of the following may be used in place of 'labarb': 'moustass' (mustache) or 'carabi' (sideburns).

C-10

I: (Pointing to someone in the room)
 Ki s'enn la sa?

Who is that?

R: [Robert] sa.

Or: Li apel [Robert].

Get a description of this person by asking the questions in C-2 through C-9.

C-11

I: Ki s'enn la [Missié Singh]?

R: Li enn [professér].

Also ask about 'Mamzel [Labonne]'. Some additional answers which are possible: doctér, zélev, enn dimoun ki travay dan biro (or 'zardin', 'lacouzinn', etc.). Get a description of this person by asking the questions in C-2 through C-9.

Lesson 26 What time did you get up this morning?

This lesson introduces the telling of time and the use of 'ti pou' as a past conditional.

C-1

For the following use a clock on which the hands can easily be changed. Ask students to give the following times: enn-er (1:00), dez-er (2:00), trwaz-er (3:00), katr-er (4:00), sink-er (5:00), siz-er (6:00), sett-er (7:00), witt-er (8:00), nev-er (9:00), diz-er (10:00), onz-er (11:00), midi, minwi (12:00).

I: Ki ler la?

R: [Enn-er].

C-2

I: Ki ler ou al dormi toulé-swar.

What time do you go to bed every night?

R: Mo al dormi ver [diz-er].

I go to bed about [ten o'clock].

I: Ki ler ou lévé toulézour?

What time do you get up everyday?

R: Mo lévé [siz-er].

I get up at [six o'clock].

Monolog - 1

Ier-aswar mo ti al dormi ver [diz-er].

Granmatin mo ti lévé ver [siz-er].

Mo ti dormi ziska [siz-er].

Last night I went to sleep about [ten o'clock]. This morning I got up about [six o'clock]. I slept until [six o'clock].

C-3

I: Ki ler mo ti al dormi ier-aswar?

R: Ier-aswar ou ti al dormi ver [diz-er].

I: Ki ler ou ti al dormi ier-aswar?

R: Mo oussi, mo ti al dormi ver [diz-er].

C-4

I: Ki ler mo ti lévé zordi-granmatin?

R: Zordi-granmatin ou ti lévé ver [siz-er].

I: Ki ler ou ti lévé zordi-granmatin?

R: Mo ti lévé ver [sett-er].

Monolog - 2

Mo ti lévé ver siz-er. Mo ti bégné.
 Mo ti mett mo linz. Mo ti manz mo
 ti-dézéné ver sett-er. Mo ti vinn
 dan class ver witt-er.

I got up about six o'clock. I bathed,
 and put on my clothes. I ate breakfast
 about seven o'clock. I came to class
 about eight o'clock.

C-5

I: Ki ler mo ti manz mo ti-dézéné zordi?

R: Ou ti manzé ver sett-er.

I: Ki ler ou ti manz ou ti-dézéné?

R: Mo pa ti manz mo ti-dézéné zordi.

C-6

I: Ki ler mo ti vinn dan class?

R: Ou ti vinn dan class ver [witt-er].

I: E ou?

R: Mo oussi, mem parey.

Or: Mo 'issi, mem parey.

Drill - 1Teacher

Ier-aswar ou ti al dormi ver [diz-er],
 pa vré?

Zordi ou ti dormi ziska [sett-er], pa vré?

Ou ti vinn dan class ver [witt-er], pa vré?

Ou pou sorti dan class ver [midi], pa vré?

Last night you went to bed about ten
 o'clock, didn't you (lit: not true)?

Response

Wi, li vré, mo ti al dormi ver [diz-er] ier-aswar.

---, ---, mo ti dormi ziska [sett-er] zordi.

---, ---, mo ti vinn dan class ver [witt-er].

---, ---, mo pou sorti class ver [midi].

Drill - 2Teacher

[Onz-er] ier-aswar ou ti pé dormi, pa vré?

At [11 o'clock] last night you were sleeping, weren't you?

[Siz-er] granmatin ou ti pé dormi, pa vré?

[Nev-er] granmatin ou ti pé aprann dan class, pa vré?

Response

Wi, li vré, mo ti pé dormi [onz-er] ier-aswar.

Yes, that's right; I was sleeping at [11 o'clock] last night.

--, -----, ----- [siz-er] granmatin.

--, -----, ----- aprann dan class [nev-er] granmatin.

Drill - 3Teacher

Ki ou ti pé fer onz-er ier-aswar?

----- nev-er -----?

----- witt-er -----?

----- sett-er -----

----- siz-er -----?

Response

Onz-er ier-aswar mo ti pé dormi.

Nev-er ----- répozé dan mo lasann.

Witt-er ----- zoué cartt ec mo camarad.

Sett-er ----- aprann dan libréri.

Siz-er ----- manzé.

At eight o'clock last night I was playing cards with my friends.

Drill - 4Teacher

Avan ou ti vinn dan class, ou ti pé manzé?

-----, ----- aprann dan libréri?

-----, ----- répozé dan ou lasann?

-----, ----- cozé ec ou camarad?

Response

Wi, mo ti pé manzé avan class.

--, ----- aprann dan libréri avan class.

--, ----- répozé dan mo lasann avan class.

--, ----- cozé ec mo camarad avan class.

C-7

I: Ki ou ti pé fer avan class?

R: Mo ti pé [aprann dan libréri].

Monolog - 3

Ier-aswar ou ti al dormi diz-er, é ou
ti lévé sett-er. Ou ti dormi ziska sett-er.
Ier-granmatin ou ti al dan class witt-er, é
ou ti sorti midi. Ou ti aprann ziska midi.

C-8

I: Comien létan ou ti [dormi]?

R: Mo ti [dormi] [nev-er] tan.

I: Wi, ou éna rézon, ou ti
[dormi] [nev-er] tan.

How long did you [sleep]?

I [slept] [nine hours].

Yes, you're right, you [slept]
[nine hours].

Drill - 5Teacher

Ier-tanto mo ti montré créol dépi
dez-er ziska sink-er.
Comien tan mo ti montré?

Ier-aswar mo ti zoué cartt ec mo
camarad dépi sett-er ziska nev-er.
Comien tan mo ti zoué cartt?

Ier mo camarad ti travay dépi witt-er
ziska katr-er.
Comien tan li ti travay?

Response

Ou ti montré créol trwaz-er tan.

Ou ti zoué cartt ec ou camarad dez-er tan.

Li ti travay witt-er tan.

C-9

I: Comien létan ou ti pran pou
[manz ou diné] ier?

How long did you take to [eat your dinner]
yesterday?

R: [Enn-er] tan.

[One hour].

Ask how much time was taken for some other activities, such as:
pou lav ou linz (to wash your clothes), pou lir lagazett (to read the
newspaper), pou zoué football (to play soccer), pou al laboutik (to
go to the store).

Dialog - 1

I: Ier-granmatin ou ti lévé ver sett-er,
é ou ti al dan class ver witt-er, pa vré?

R: Wi, li vré.

I: Ou ti bégne. Ou ti mett ou linz. Ou
ti al dan class. Eski ou ti manz ou
ti-dézéné avan class?

R: Non, mo pa ti manz mo ti-dézéné.

I: Si ou ti lévé ver siz-er, ou ti pou
capav manz ou ti-dézéné, pa vré?

If you got up about six o'clock, you
would have been able to eat your break-
fast, right?

R: Wi, ou éna rézon.

I: Ou ti mank ou ti-dézéné, pa vré?

You missed your breakfast, didn't you?

R: Wi, li vré, mo ti mank mo ti-dézéné
zordi.

I: Si mo ti lévé ver sett-er, mo ti pou
mank mo ti-dézéné oussi. Mé mo pa ti
mank mo ti-dézéné, parski mo ti lévé
avan sett-er.

Dialog - 2

S1: Ki travay ou pé fer astér?

S2: Mo pé [apran créol].

S1: Comien létan ou pou aprann?

S2: Ziska [sink-er é-d'mi].

S1: Anou [apran] ansamm; mé mo nec capav travay [enn-er tan é-d'mi].

S2: Kifér? Eski ou tro fatigé?

S1: Non, mo éna enn lott kiksoz pou fer. .

S2: Bien bon, anou coumansé.

How much time are you going to study

Until [5:30].

Let's [study] together; but I can only work one and a half hours.

Why? Are you too tired?

No, I have something else to do.

LANGUAGE ACTIVITY:

During the next day ask at least three students and three Mauritians (teachers and/or others) for the time: 'Eskiz mwa, ki ler la?' Since you have only practiced the on-the-hour times listen especially to the responses by the Mauritians.

TO THE STUDENT:

In the handout of Lesson 18 you learned the final '-é' of most verbs is dropped when the verb is followed by a direct object, a prepositional phrase or a manner adverb:

Li apel Robert.

Mo al dan class.

Ecoute bien.

In practicing the Drill - 4 you may have noticed two sentences in which the final '-é' is not dropped:

Avan ou ti vinn dan class, ou ti pé répozé dan ou lasamm.

Avan ou ti vinn dan class, ou ti pé cozé ec ou camarad.

The long form of the verb (with final '-é') occurs before a prepositional phrase (as above) and a manner adverb when the verb is preceded by 'ti pé'. Note that the short form is still used before an object:

Li ti pé cozé bien.

Li ti pé cozé créol.

Lesson 27 : When he comes, I'll tell him.

This lesson introduces situations in which 'a' rather than 'pou' is used to refer to future events.

Handout - 1

Use Handout - 1 as an introduction to this lesson.

Drill - 1

Teacher

Ki ou pou fer tanto?

----- aswar?

----- dimin?

----- samdi?

Response

Kitfwa mo a lav linz.

----- marss-marsé.

----- al sinéma.

----- zoué football.

Perhaps I'll wash clothes.

Perhaps I'll take a walk.

Dialog - 1

T: Ki ou pou fer [tanto]?

S: Kitfwa mo a [lav linz].

T: Mé ou ti pou [lav li] dépi iér.

S: Wi, mé mo pa ti gagn létan.

T: Eski ou éna [boucou linz pou lavé]?

S: Wi, mo éna [simiz, zip, calson, mouswar, ec sossett].

But you were going to wash them yesterday.

Yes, but I didn't have time.

Yes, I have shirts, skirts, pants, handkerchiefs, and socks.

Drill - 2Teacher

Ki ou pou fer kan ou fini ou létid?

What will you do when you finish your studies?

----- travail Maurice?

----- travail zordi?

Ki ou pou fer si ou fel ou lagzamin?

Response

Mo p'ancor dessidé; mo a gété.

I haven't decided; I'll see.

-----; -----.

-----; -----.

Mo pa coné; mo a gété.

Drill - 3Teacher

Eski ou crwar Robert bwar boucou?

Do you think Robert drinks too much?

----- fim boucou?

----- travail tro boucou?

----- lir tro boucou?

----- zoué tro boucou? Li
pa aprann.

Response

Wi, li a malad, si li continié coumsa.

Yes, he'll get sick if he continues like that.

--, -----, -----.

--, li a fatigé, -----.

Yes, he'll get tired if he continues like that.

--, la a vinn fou, -----.

Yes, he'll become crazy if he continues like that.

--, li a fel so legzamin, -----.

Yes, he'll fail his exam if he continues like that.

Drill - 4Teacher

Paul pa aprann ditou. Ki pou arivé dan legzamin?

Paul pa sérié dan so travay. Ki pou arivé?

Marie na pa manz ditou. Ki pou arivé?

Paul na pa swagn li. Ki pou arivé?

Paul na pa finn lev bonér zordi. Ki pou arivé?

Paul doesn't study at all. What will happen on the exam?

Paul isn't serious about his work. What will happen?

Marie doesn't eat at all. What will happen?

Paul 's not taking care of himself. What will happen?

Paul didn't get up (lit: hasn't gotten up) early today. What will happen?

Response

Li a fel so legzamin.

Li a perdi so plass.

Li a tomm malad.

Li a tomm pli malad.

Li ava ariv an rétar.

He'll fail his exam.

He'll lose his job (lit: place).

She'll get (lit: fall) ill.

He'll get sicker.

He'll arrive late.

Drill - 5Teacher

Eski ou capav dir Paul enn comission pou mwa?

----- dimann Paul lagazett ier pou mwa?

----- vinn cott mwa dimin- aswar?

----- donn Paul enn lett pou mwa?

----- mett sa lett la laposs pou mwa?

Can you give (lit: tell) Paul a message for me?

Can you ask Paul for yesterday's paper for me?

Can you come to my house tomorrow evening?

Can you give Paul a letter for me?

Can you mail this letter (lit: put this letter at the post office) for me?

Response

Wi, mo a dir li ou comission.

--, mo a dimann li.

--, mo a vini.

--, mo a donn li.

--, mo a mett li.

Yes, I'll tell him your message.

Dialog - 2

- LL: Sylvie, Sylvie.
 M: Wi.
 LL: Bonzour, Madamm [Labonne]. Ki nouvel?
 M: Mo bien mersi. Ki nouvel ou mem?
 LL: Mo bien. Eski Sylvie la?
 M: Non, li pa la. Ou ti bien bizin li?
 Si ou éna commission mo capav dir li.
 LL: Non, mersi. Mo pa pressé. Mo a retourné
dimin.

Dialog - 3

- LL: Laval, Laval.
 M: Wi.
 LL: Bonzour, madamm.
 M: Bonzour, mo garson.
 LL: Eski Laval la?
 M: Non, li pa la. Li finn sorti.
 LL: Ou capav dir li mo ti vinn gett
 li, si-ou-plé.
 M: Wi. Couma li rantré, mo a dir li.

C-1

- I: [Ram] finn pass so legzamin.
 R: Ki ou crwar pou éna cott li?
 I: Sirman va éna enn bal. So
 papa a donn enn bal, parski
 li finn pass so legzamin.

What do you think there'll be at his house?
 Surely there will be a celebration. His
 father will give a celebration because he's
 passed his exam.

C-2

- I: Ou coné, nou pou gagn
 difikilté transpor apré
 lacourss.
 R: Dan sa condission la, mo
 pa a vini.

You know, we'll have trouble getting trans-
 portation after the race.

If that's the case (lit: in that case) I
 won't come.

C-3

Practice leave-taking with the following sentences:

Mo (pé) alé. [Lindi] nou a cozé. I'm going. We'll talk on
[Monday].

Mo (pé) alé. [Enn lott zour] a I'm going. We'll talk
blagé. [another day].

Mo a trouv twa/zott dimin, si I'll see you tomorrow, if
plé-t-a-Dié. it please God.

Handout - 1

In addition to the predicate marker 'pou' which is commonly used in speaking of future events and activities, another predicate marker, 'a', is frequently used when making promises or predictions. Listen carefully as your teacher reads the following examples:

Mo alé. Lindi nou a cozé.
 Couman li rantré, mo a dir li.
 Dan sa condission la, mo pa a vini.
 To a malad si to continié bwar.
 Li a fel so legzamin.
 Mo a asté enn bisiclett, si mo gagn larzan.
 Mo a trouv zott dimin.

I'm going. We'll talk (again) on Monday.
 When he returns, I'll tell him.
 In that case, I won't come.
 You'll get sick if you continue to drink.
 He'll fail his exam.
 I'll buy a bicycle if I get the money.
 I'll see you tomorrow.

'Pou' can also be used in sentences like some of those above, but the circumstances are slightly different: 'pou' is used to refer to events which are to some extent pre-determined (or already scheduled), while 'a' is used for events which are, at the moment of speaking, being put on the schedule of possible future events (as viewed by the speaker).

Li pou perdi so plass.

He's going to lose his job (lit: place).
 (The employer has already announced the conditions for dismissal.)

Li a perdi so plass.

He'll lose his job.
 (A judgement on the part of the speaker, who is considering the situation.)

Mo pou trouv ou dimin.

I'll see you tomorrow.
 (As usual.)

Mo a trouv ou dimin.

I'll see you tomorrow.
 (A special arrangement, from the view point of the speaker.)

Kitfwa mo pou lav linz.

Perhaps I'll wash clothes.
 (Previously planned, but something might interfere.)

Kitfwa mo a lav linz.

Perhaps I'll wash clothes.
 (Planning the schedule.)

Li pou gagn enn baba.

She'll have a baby.
(Is already pregnant, or will have a
child as routine consequence of marriage.)

Li a gagn enn baba.

She'll have a baby.
(If she isn't careful.)

Ki ou pou fer dimin?

What will you do tomorrow?

Ki mo a fer?

What should I do?
(A response to a change of circumstances,
like the loss of a job.)

Two longer forms of 'a' also occur in the speech of many Mauritians:
'va' and 'ava'.

Va éna Marie, Anne, mwa.

Marie, Anne and I will be there (lit:
There will be ...).

Li ava ariv an rétar.

He'll arrive late.

Listen as your teacher reads the following sentences and write either 'pou' or 'a' in the blank space.

1. Mo _____ aprann créol dimin.
2. Nou _____ cozé dimin.
3. Nou _____ al sinéma dimin.
4. Mo _____ trouv zott dimin.
5. Mo _____ dir li.
6. Mo _____ vinn gett twa 5:00.
7. Mo _____ vinn gett twa.
8. Li _____ travay tanto.
9. Li _____ fel so legzamin.
10. Dan sa condission la, mo pa _____ vini.
11. Mo _____ vinn ar twa.
12. Ki to _____ fer lott sémenn?
13. Li _____ malad.
14. _____ éna enn bal.
15. Ki _____ arivé?
16. Kiftwa li _____ perdi so plass.
17. Kitfwa zott _____ pran biss.
18. Kan mo _____ contan, mo _____ vini.
19. Li pé bwar, é kitfwa li _____ sou.
20. Li pé bwar, é kitfwa li _____ sou.
21. Possib li _____ vini.

fold here

1. Mo pou aprann créol dimin.
2. Nou a cozé dimin.
3. Nou pou al sinéma dimin.
4. Mo a trouv zott dimin.
5. Mo a dir li.
6. Mo pou vinn gett twa 5:00.
7. Mo a vinn gett twa.
8. Li pou travay tanto.
9. Li a fel so legzamin.
10. Dan sa condission la, mo pa a vini.
11. Mo a vinn ar twa.
12. Ki to pou fer lott sémenn?
13. Li a malad.
14. Pou éna enn bal.
15. Ki pou arivé?
16. Kitfwa li a perdi so plass.
17. Kitfwa zott a pran biss.
18. Kan mo a contan, mo a vini.
19. Li pé bwar, é kitfwa li a sou.
20. Li pé bwar, é kitfwa li pou sou.
21. Possib li a vini.

Lesson 1X More on greetings and leave-taking.

C-1

A number of responses are possible to the questions 'Ki maniér?' As it seems appropriate, have students learn some of these additional responses.

I: Ki maniér? (Ou bien?)

R: 'Ala maniér

Okay. (Common among youth)

Or: Corec.

I'm well.

Or: Coumsi-coumsa.

So-so.

Or: Pa tro mal.

Not too bad.

Or: Pa tro bien.

Not too good.

Or: Couma to/ou trouv mwa.

As you see me.

Or: Mo in-pé feb zordi.

Not too good (lit: somewhat weak) today.

Or: Doussman, doussman.

So-so (lit: softly, softly).

Or: Mo touzour parey.

Same as usual (lit: always the same).

C-2

T: Bonzour, [Robert]. Ki nouvel?

S: Mo bien merci [Mamzel]. Ki nouvel
ou mem?

T: Mo bien merci.

*

*

T: Ki nouvel ou fami?

S: Zott bien.

C-3

I: Bon, mo bizin alé. Orévwat. (Shaking hands)

R: Orévwat.

I: Salamm. (At a distance, raising the hand)

R: Salamm. (Raising hand)

Later in the Training Program teach some additional ways of initiating leave-taking, such as:

[Mo camarad] pé aspér mwa;
mo bizin kitt twa/ou.

Ki ler la? Finn tar. Mo
bizin alé.

Mo alé; [lindi] nou a cozé.

Mo alé; [enn lott zour] nou
a blagé.

Mo pé alé.

Mo a trouv twa [dimin],
si plé-t-a-Dié.

[My friend] is waiting for me;
I have to leave you.

What time is it? It's late. I
have to go.

I'm going; [Monday] we'll talk.

I'm going; we'll chat [another day].

I'm going.

I'll see you [tomorrow], if it
pleases God.

Lesson 2X He's a chauffeur.

Monolog - 1

Obtain pictures which will clearly identify the following occupations.

Li enn sofér.	He's a chauffeur/driver.
Li enn doctér.	He's a doctor.
Li enn factér.	He's a postman.
Li enn cwafér.	He's a barber.
Li enn secréter.	She's a secretary.
Li enn directér.	He's a director.
Li enn dobi.	She's a laundry woman.

C-1

T: Montré mwa enn [sofér].	Show me a [chauffeur].
S: (Points to the appropriate picture.)	

Drill - 1

<u>Teacher</u>	<u>Response</u>
Montré mwa enn sofér.	Ala enn sofér. Here's (pointing) a chauffeur.
----- factér.	----- factér.
----- cwafér.	----- cwafér.
----- [].	----- [].

Drill - 2

Use the following to teach students how to admit that they have forgotten the meaning of a word.

<u>Teacher</u>	<u>Response</u>
Montré mwa enn sofér.	Mo'nn blié ki été enn sofér. I've forgotten what a chauffeur is.
----- factér.	----- factér.
----- cwafér.	----- cwafér.
----- [].	----- [].

C-2

T: (Pointing) (Eski) li enn sofér?

S: Wi, li enn [sofér].

Or: Non, li pa enn [sofér].

TO THE TEACHER:

Use only as much of the material in this lesson as meets with the immediate interest and ability of your students.

Lesson 3X He's a chauffeur. He drives a car.

Monolog - 1

Li enn sofér. Li condir loto.

Li enn doctér. Li swagn malad.

Li enn factér. Li donn lett.

Li enn cwafér. Li tay sévé.

Li enn secrétér. Li tip lett.

Li enn dobi. Li lav linz.

He's a chauffeur. He drives a car.

He's a doctor. He takes care of the sick.

He's a postman. He delivers letters.

He's a barber. He cuts hair.

She's a secretary. She types letters.

She's a laundry woman. She washes clothes.

C-1

T: (Pointing) (Eski) li [condir loto]?

S: Wi, li [condir loto].

Or: Non, li pa [condir loto].

Monolog - 2

Teach not more than four of the following, using pictures which clearly identify the occupation or role involved.

Li enn nénenn. Li okip lacaz.

----- comi. ----- laboutik.

----- cwizinié. ----- lacouzinn.

----- zardinié. ----- zardin.

----- comersan. ----- magazin.

----- mama. ----- zanfan/fami.

----- sofér. ----- loto.

----- doctér. ----- malad.

She's a maid. She takes care of the house.

He's a clerk. He takes care of the shop.

He's a cook. He takes care of the kitchen.

He's a gardener. He takes care of the garden.

He's a merchant. He takes care of the store.

She's a mother. She takes care of the children/family.

He's a chauffeur. He takes care of the car.

He's a doctor. He takes care of the sick.

C-2

T: Montré mwa enn [nénenn].

S: (Points to the appropriate picture.)

Or: Ala enn [nénenn].

Here's a [maid].

T: (Pointing) (Eski) li enn [comi]?

S: Wi, li enn [comi].

Or: Non, li pa enn [comi].

*

*

T: (Pointing to a picture)
Eski li okip [zardin]?

S: Wi, li okip [zardin].

Or: Non, li pa okip [zardin].

C-3

T: Ki okip [laboutik]?

S: (Pointing) Li okip [laboutik].

T: Wi, comi okip [laboutik].

Lesson 4X They're chauffeurs.

C-1

Use pictures showing at least five of the occupations introduced in Lesson 3X for the following.

- T: Li (pointing) enn [sofér].
 Li (pointing to another picture of a [chauffeur]) enn [sofér].
 Eski zott [condir loto]?
 S: Wi, zott [condir loto].

C-2

- T: Montré mwa enn dimoun ki [condir loto].
 S: (Points.)

C-3

- T: Ki [condir loto]?
 S: Enn [sofér] (pointing). Li [condir loto].

C-4

- T: Li enn [sofér]. Li (pointing) enn [sofér] oussi. Ki zott fer?
 S: Zott [condir loto].

TO THE TEACHER:

The following are some additional occupations (and related activities) which should be introduced either with this lesson or at some later point in the Training Program:

Enn marsan vann légim (dan bazar).	A vendor sells vegetables (in the market).
Enn pessér lapess pwasson (dan bato).	A fisherman fishes (in a boat).
Enn labourér coup cann (dan caro).	A laborer cuts sugar cane (in the cane field).
Enn boussé vann laviann (dan bazar).	A butcher sells meat (in the market).
Enn infirmié/infermiér okip malad (dan lopital).	A (male/female) nurse takes care of sick people (in the hospital).
Enn forzron travay ec feray (dan laforz).	A blacksmith works with iron (in the blacksmith's shop).

Enn plantér plantt légim.

Enn tayér coud/fer costim (dan latélié).

Enn lapoliss atrap volér.

Enn sirdar control travayér.

Enn controlér control cartt (dan biss).

Enn boulanzé fer dipin (dan boulanzri).

Enn ménizié fer meb (dan latélié).

Enn mett lécol an-sarz lécol.

Enn mécanissien aranz loto (dan latélié).

A farmer plants vegetables.

A tailor sews/makes suits (in a shop).

A policeman catches thieves.

A foreman supervises workers.

A conductor checks tickets (on the bus).

A baker makes bread (in a bakery).

A cabinet maker makes furniture (in a shop).

A principal is in charge of a school.

A mechanic fixes cars (in a shop).

Lesson 5X Did you go to the movies yesterday?

Drill - 1Teacher

Ou ti al lécol ier?

----- libréri ---?

----- laboutik ---?

----- laposs ---?

----- sinéma ---?

Did you go to school yesterday?

Did you go to the library yesterday?

Did you go to the store yesterday?

Did you go to the post office yesterday?

Did you go to the movies yesterday?

Response 1

Wi, mo ti al lécol ier.

--, ----- libréri ---.

--, ----- laboutik ---.

--, ----- laposs ---.

--, ----- sinéma ---.

Response 2

Non, mo pa ti al lécol ier.

---, ----- libréri ---.

---, ----- laboutik ---.

---, ----- laposs ---.

---, ----- sinéma ---.

In place of 'ier' also use one or more of the following: ier-aswar (yesterday evening), ier-tanto (yesterday afternoon), ier-granmatin (yesterday morning), avan-ier (day before yesterday), zordi-granmatin (this morning), zordi-tanto (this afternoon).

C-1

T: Ou ti al [lécol] [ier]?

S: Wi, mo ti al [lécol] [ier].

Or: Non, mo pa ti al [lécol] [ier].

C-2

If necessary, construct a drill like Drill - 1 using 'pou' instead of 'ti' and 'dimin' instead of 'ier'.

T: Ou pou al [laboutik] [dimin]?

S: Wi, mo pou al [laboutik] [dimin].

Or: Non, mo pa pou al [laboutik] [dimin].

In place of 'dimin' also use one or more of the following: dimin-granmatin (tomorrow morning), dimin-tanto (tomorrow afternoon), dimin-aswar (tomorrow evening), après-dimin (day after tomorrow), zordi-tanto, zordi-aswar.

Monolog - 1

Point to a current calendar as you teach the names of the days of the week. Be sure to use the actual day names rather than the ones given below.

(Pointing to today's date) Zordi [mardi].

Today's [Tuesday].

(Pointing) Ier [lindi].

Yesterday was [Monday].

(Pointing) Dimin [mercrédi].

Tomorrow's [Wednesday].

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Apré-dimin [zédi].

The day after tomorrow is Thursday.

Avan-ier [dimanss].

The day before yesterday was Sunday.

Dialog - 1

T: [Robert], ki zour zordi?

S: Zordi [mardi].

T: Wi, zordi [mardi].

[Marie], ier ti ki zour?

S: Ier [lindi].

T: Wi, é dimin?

Yes, and tomorrow?

S: Dimin [mercrédi].

Repeat Monolog - 1 and Dialog -1 for several successive days, until all the days of the week have been learned (including 'vandrédi', Friday).

C-3

Review Monolog - 2 in 3X. Be sure to include 'comi', 'cwizinié', and 'zardinié'.

T: Li enn [néenn].
 Li okip [lacaz].
 Acott li travay?

S: Li travay dan [lacaz].
 Or: Dan [lacaz].

Drill - 2TeacherResponse

Li enn doctér. Ki li fer?	Li swagn malad.	
----- secrétér. -----?	-- tip lett.	
----- directér. -----?	-- donn lord.	He gives orders.
----- cwafér. -----?	-- tay sévé.	
----- cwizinié. -----?	-- cwi <u>manzé</u> .	She cooks food.
----- zardinié. -----?	-- <u>plantt</u> fler.	He plants flowers.

TeacherResponse

Acott li travay?	Li travay <u>dan</u> lopital.	He works in the hospital.
-----?	----- biro.	She works in an office.
-----?	----- biro.	
-----?	----- <u>salon</u> .	He works in a barber shop.
-----?	----- lacouzinn.	He works in the kitchen.
-----?	----- <u>zardin</u> .	He works in the garden.

C-4

T: Enn [doctér], ki li fer?
 S: Li [swagn malad].

C-5

T: Enn [doctér], acott li [swagn malad]?
 S: Li [swagn malad dan lopital]
 Or: Dan lopital.

LANGUAGE ACTIVITY:

If you have an opportunity to meet Mauritians other than your teachers
ask them

Acott ou travay?

Lesson 6X He's a Frenchman. He comes from France.

Monolog - 1

Mo enn morissien/morissienn.
Mo coz créol.

Ou enn amérikin/amérikenn. Ou coz anglé.
[Robert] enn amérikin. Li coz anglé.

[Missié Singh] enn morissien. Li coz créol.

[Missié Pompidou] enn fransé. Li coz fransé.

I am a Mauritian. I speak Creole.

You are an American. You speak English.

[Robert] is an American. He speaks English.

[Mr. Singh] is a Mauritian. He speaks Creole.

[Mr. Pompidou] is a Frenchman. He speaks French.

C-1

T: [Robert] enn [amérikin].
(Eski) [li] coz [fransé]?

S: Non, [li] pa coz [fransé].
Li coz [anglé].

Monolog - 2

Use pictures of well-known people for the following.

Li (pointing) enn fransé/fransez.
Li sorti la France.

Li enn anglé/anglez. Li sorti
l'Angleterre.

Li enn indien/indienn. Li sorti
l'Inde/Maurice.

Li enn sinwa/sinwaz. Li sorti
la Chine/Maurice.

C-2

T: Acott li (pointing to a picture) sorti?

S: Li sorti [l'Angleterre].

C-3

Use 'zott' in place of 'li' in C-1 and C-2.

C-4

Teach students how to respond when Mauritians ask what part of America they come from.

T: Acott ou sorti?

S: Mo sorti l'Amérique.

T: Ki landrwa?

What place?

Or: Ki coté?

Where (lit: which side)?

Or: Ki parti dan l'Amérique?

What part of (lit: in) America?

S: [Texas].

C-5

S: Acott ou sorti?

T: Mo sorti Maurice.

S: Ki coté ou abité?

Where do you live?

T: [Beau Bassin].

Monolog - 3

[Amoy] enn sinwa. Li abitt Maurice.
So fami sorti la Chine. Li coz sinwa
é créol, mé li pa coz fransé.

Drill - 1Teacher

Eski Amoy enn sinwa?

Eski li abitt Maurice?

Eski so fami sorti la Chine?

Eski li coz créol?

Response

Wi, li enn sinwa.

Wi, li abitt Maurice.

Wi, zott sorti la Chine.

Wi, li coz créol.

Drill - 2 and C-6 below should not be used until the long and short forms of verbs have been practiced (Lesson 18).

Drill - 2

The question 'Where do you live?' may be answered with a town name or a street name (if the question is asked in town).

Teacher

Ki coté ou abité?
 Ki coté zott abité?
 Ki coté Mamzel Labonne abité?
 Ki coté Missié Singh abité?
 Ki coté ou camarad abité?

Response 1

Mo abitt [Beau Bassin].
 Nou abitt [Rose Hill].
 Li abitt [Curepipe].
 Li abitt [Port Louis].
 Li abitt [Grand Baie].

Response 2

Mo abitt lari [Balfour].
 Nou abitt lari [La Bourdonnais].
 Li abitt lari [Royal].
 Li abitt lari [Desforages].
 Li abitt lari [Hennessy].

I live on [Balfour Street].

C-6

I: Ki coté ou abité?

Or: Ki coté ou resté?

R: [Beau Bassin].

I: Ki lari?

Or: [Beau Bassin], ki coté?

R: Lari [Balfour].

Lesson 7X You watch television in the living room.

Drill - 1

Teacher

Eski ou dormi dan ou lasamm?

Eski ou cwi manzé dan lacouzinn?

Eski ou begn dan lasamm-bin?

Eski ou gett télévision dan salon?

Do you cook in the kitchen?

Do you bathe in the bathroom?

Do you watch television in the living room?

Response

Wi, mo dormi dan mo lasamm.

Wi, mo cwi manzé dan lacouzinn.

Wi, mo begn dan lasamm-bin.

Wi, mo gett télévision dan salon.

Drill - 2

Teacher

Eski ou dormi dan lasamm-bin?

Eski ou aprann créol dan lacouzinn?

Eski ou cwi manzé dan salon?

Eski ou begn dan class?

Eski ou gett fim dan lacouzinn?

Eski ou gett télévision dan lasamm-bin?

Eski ou écoult disc dan libréri?

Response

Non, mo pa dormi dan lasamm-bin.

Non, mo pa aprann créol dan lacouzinn.

Non, mo pa cwi manzé dan salon.

Non, mo pa begn dan class.

Non, mo pa gett fim dan lacouzinn.

Non, mo pa gett télévision dan lasamm-bin.

Non, mo pa écoult disc dan libréri.

C-1

T: Acott ou [gett télévision]?

S: Mo [gett télévision] dan [salon].

Or: Dan [salon].

C-2

T: Ki ou fer dan [salon]?

S: Mo [gett télévizion] dan [salon].

Or: Mo [gett télévizion].

C-3

T: Eski ou ti [gett télévizion] ier-aswar?

S: Wi, mo ti [gett télévizion] ier-aswar.

Or: Non, mo pa ti [gett télévizion] ier-aswar.

C-4

T: Eski ou pou [gett télévizion] [zordi-aswar]?

S: Wi, mo pou [gett télévizion] [zordi-aswar]

Or: Non, mo pa pou [gett télévizion] [zordi-aswar].

C-5

T: Ki ou ti fer [ier-tanto]?

S: Mo ti [aprann créol] [ier-tanto].

C-6

T: Ki ou pou fer [dimin-granmatin]?

S: Mo pou [al laboutik].

Monolog - 1

Enn dimoun gett télévizion dan salon.

Enn dimoun begn dan lasamm-bin.

Enn dimoun cwi manzé dan lacouzinn.

Enn dimoun [] dan [].

C-7

T: Acott enn dimoun [gett télévizion]?

S: Li [gett télévizion] dan [salon].

Or: Dan [salon].

C-8

T: Ki enn dimoun fer dan salon?

S: Li [gett télévizion].

C-9

T: Ki enn doctér fer dan [lopital]?

S: Li [swagn malad].

Drill - 3Teacher

Dir mwa ki enn dimoun fer dan lacouzinn.

Dir mwa ki enn dimoun fer dan [].

*

*

Dir mwa acott enn dimoun cwi manzé.

Dir mwa acott enn dimoun [].

Response

Li cwi manzé.

Li [].

*

Dan lacouzinn.

Dan [].

Drill - 4Teacher

Dir mwa ki enn doctér fer dan lopital.

Dir mwa ki enn [] fer dan [].

*

*

Dir mwa acott enn doctér travay.

Dir mwa acott enn [] travay.

Response

Li swagn malad.

Li [].

*

Li travay dan lopital.

Li travay dan [].

Drill - 5Teacher

Dir Robert ki enn doctér fer.

Dir [] ki enn [] fer.

*

*

Response

Robert, enn doctér swagn malad.

[], enn [] [].

*

Teacher

Dir Robert acott enn dimoun cwi
manzé.

Dir [] acott enn [] [].

Response

Robert, enn dimoun cwi manzé
dan lacouzinn.

[], enn [] [] dan
[].

Dialog - 1

T: [Robert], eski enn [sécrétér tip lett]?

S₁: Mo pa coné.

Or: Mo'nn blié.

T: Dimann [Paul] si enn [sécrétér tip lett].

S₁: [Paul], eski enn [sécrétér tip lett]?

S₂: Wi, li [tip lett].

Or: Mo crwar.

I think so.

Also ask

Eski enn factér donn lett?

----- dobi lav linz?

----- cwafér tay sévé?

----- zardinié okip zardin?

----- mécanissien répar loto?

C-10

S: Ki enn dimoun fer dan salon?

T: Li gett télévizion.

Li assizé, li cozé.

Li écoult lamizik.

C-11

Have students ask you (as in C-10 above) about the activities usually associated with other rooms of a house:

lacouzinncwi (manzé)manzé

lav lassiett

[]

lasamm-manzémanzé

dézené

aprann

fer dévwar

ou lasamm

dormi

abiyé

coz ec mo camarad

[]

lasamm-bin

lav mo lécor

pegn mo sévé

bégné

lav linz

[]

varan

coz ec mo camarad

gett télévision

écoutt radio

[]

Lesson 8X When do you eat lunch?

Drill - 1Teacher

Eski ou dézéné midi?

Eski ou dormi aswar?

Eski ou lévé granmatin?

Eski ou diné aswar?

Eski ou al lécol granmatin ec tanto?Eski ou bégné granmatin?Eski ou abiyé granmatin?

Do you eat lunch at noon?

Do you get up in the morning?

Do you eat dinner in the evening?

Do you go to school in the morning and afternoon?

Do you bathe in the morning?

Do you get dressed in the morning?

Response

Wi, mo dézéné midi.

Wi, mo dormi aswar.

Wi, mo lévé granmatin.

Wi, mo diné aswar.

Wi, mo al lécol granmatin ec tanto.Wi, mo bégné granmatin.Wi, mo abiyé granmatin.Drill - 2Teacher

Eski ou dézéné minwi?

Eski ou diné granmatin?

Eski ou lévé midi.

Eski ou [] []?

ResponseNon, mo pa dézéné minwi.Non, mo pa diné granmatin.Non, mo pa lévé midi.Non, mo pa [] [].

No, I don't eat lunch at midnight.

C-1T: Kan ou [dézéné]?

S: Mo [dézéné] [midi].

Monolog - 1

Granmatin mo lève.

Mo mett mo dézabiyé.

Mo lav mo figir é mo bross mo lédan.

Apré sa mo abiyé é mo pégné.

Mo manz mo ti-dézéné.

Mo al lécol.

I put on my bathrobe.

I wash my face and brush my teeth.

Then I get dressed and comb my hair.

I eat my breakfast.

I go to school.

C-2

I: Ki mo fer granmatin?

R: Ou lève, [ou lav ou figir, ou abiyé].

I: Apré sa, ki mo fer?

R: [Ou manz ou ti-dézéné]. Ou al lécol.

C-3

I: Ki ou fer granmatin?

Or: Ki ou fer tou-lé-granmatin?

R: Mo lève, [mo abiyé].

I: Ki ou fer apré sa?

R: [Mo pégné, mo manz mo ti-dézéné].

I: Apré sa?

R: Mo al lécol.

C-4

I: Ki ou ti fer ier-granmatin?

R: Mo ti lève, [mo ti mett mo dézabiyé, mo ti lav mo figir].

I: Apré sa?

R: [Mo ti abiyé, mo ti manz mo ti-dézéné], mo ti al lécol.

Vocabulary Supplement - 1

The following are some additional activities that may be associated with 'granmatin':

Mo bégné.	
Mo pran enn douss.	I take a shower.
Mo razé.	I shave.
Mo prépar mo ti-dézéné.	I fix my breakfast.
Mo pran mo ti-dézéné.	I eat my breakfast.
Mo lîr zournal/lagazett.	I read the newspaper.
Mo écoult nouvel (létan mo abiyé).	I listen to the news (while I get dressed).
Mo lav lassiett.	I wash the dishes.
Mo nétway mo lasamm.	I clean my room.

These may be introduced from time to time in later classes, in steps similar to Monolog - 1 and C-2 through C-4.

Vocabulary Supplement - 2

The following are some activities associated with 'lazourné'. They may be introduced now or later in steps similar to those above.

Mo al lécol/travay.	I go to school/work.
Mo rantt dan class.	I go into class.
Mo aprann créol.	I study Creole.
Apré class mo al gett mo camarad.	After class I visit my friend(s).
Nou al dézéné ansamm.	We go have lunch together.
Nou cox-cozé/nou blagé.	We chat.
Mo répozé.	I rest.
Mo al dan class ancor.	I go to class again.
Apré class mo zoué football.	After class I play soccer.
Mo al laboutik/bazar/laposs/an-vil.	I go to the store/market/post office/town.
Mo al lacaz.	I go home.
Mo diné.	I eat dinner.

Vocabulary Supplement - 3

These are some activities associated with 'aswar'. They may be introduced now or later as above.

Mo écoult disc/nouvel/lamizik.

I listen to records/news/music.

Mo aprann mo lesson.

I study my lessons.

Mo écrivir mo fami/camarad/piess/pwinter.

I write to my family/friends/girl friend/boy friend.

Mo gett télévizion.

I watch television.

Mo camarad vinn gett mwa/Mo al gett mo camarad.

My friend(s) come to visit me/I go to visit my friend(s).

Mo al sinéma/consér/bal/danss.

I go to the movies/a concert/a party/a dance.

Mo rétour*n* lacaz.

I return home.

Mo dézabiyé.

I get undressed.

Mo begné é mo al dormi.

I bathe and go to bed.

Dialog - 1

I: Ki ou ti fer ier?

R: Granmatin mo ti al lécol. Mo ti aprann créol.

I: Ki ou ti fer apré class?

R: Mo ti [zoué football].

I: Ou pa ti répozé ditou?

You didn't rest at all?

R: Non, apré sa mo ti [al laboutik].

I: Aswar ki ou ti fer?

R: Mo ti [al sinéma].

Drill - 3Teacher

Zordi-aswar ki ou pou fer?

-----?

Response

Mo pou gett télévizion.

----- [].

C-5

I: Ki ou pou fer [dimin]?

R: Mo pou [al an-vil].

LANGUAGE ACTIVITY:

Outside of class ask two fellow students and two Mauritians what they did yesterday.

Lesson 9X Where are you coming from?

Drill - 1

Stand at the door, as if you were just coming from somewhere.

TeacherResponse

Mo sorti dan lasal-manzé.
Acott mo sorti?

Ou sorti dan lasal-manzé.

Mo sorti dan mo lasamm.
Acott mo sorti?

Ou sorti dan ou lasamm.

Mo sorti dan libréri.
Acott mo sorti?

Ou sorti dan libréri.

Mo sorti dan laboutik.
Acott mo sorti?

Ou sorti dan laboutik.

Mo sorti dan biro.
Acott mo sorti?

Ou sorti dan biro.

C-1

Have a student stand at the door, as if he were just coming from somewhere.

T: Acott ou sorti?

S: Mo sorti dan [libréri].

Lesson 10X Who's that?

C-1

Point to various objects and ask who owns them.

I: Pou ki sa?

R: Li pou [mwa]

Or: Li pa pou mwa.

Or: Sa pou [Robert].

Drill - 1

In this drill refer to at least four objects which students already know the names of. Then refer to at least four objects for which students do not yet know the names.

Teacher

Ou carné sa?

Is this your notebook?

-- [] --?

Response 1

Wi, mo carné sa.

--, -- [] --.

Response 2

Non, pa mo carné sa.

---, ----- [] --.

In place of the question 'Ou carné sa?' you may also use the longer question 'Eski sa ou carné sa?'.

C-2

Use items or pictures of items whose Creole names are not known to the students such as:

boutey	bottle	biss	bus
cartt	playing card; ticket	papié	paper
blouz	blouse	foto	photo
bouton	button	zimaz	picture, drawing (image)
coton	cotton	lalam	lamp, light
bisiclett	bicycle		

T: Eski ou coné k' issi sa sa?

S: Mo pa coné.

T: Sa enn [boutey].

C-3

Teach students to use 'K' issi sa sa?' in place of 'Ki été sa?'.

S: K' issi sa sa?

What's this here/what's that there?

T: Enn [blouz].

Or: Sa enn [blouz].

Dialog - 1

In order to use the following dialog, give each student two or more of the following objects:

Objects

sigarett

zalimett

razwar

savonett

boul

Actions

fim enn sigarett

alim enn zalimett

razé

lav lamin

anvoyé, trapé

S: [Missié Singh], k' issi sa sa?
 T: Sa? Enn [sigarett] sa.
 S: Enn [sigarett]?
 T: Wé, enn [sigarett]. Eski ou
 coné couman dir sa (makes gesture
 of [smoking]) an créol?
 S: Non, mo pa coné.
 T: An créol nou dir sa [fim enn
 sigarett].
 S: Fim enn sigarett. Mo capav
 dimann ou enn lott kitsoz?

[Mr. Singh], what's this/that?
 That? It's a [cigarette].
 A [cigarette]?
 Right, a cigarette. Do you know
 how to say this (making gesture
 of [smoking]) in Creole?
 No, I don't know.
 In Creole we say 'fim enn
 sigarett'.
 'Fim enn sigarett'. Can I ask
 you another question?

C-4

Teach students to ask for the meaning of a word with 'K' issi sa [bouton]? Place several objects or pictures (at least six) before the students, such as the following:

cartt	biss
blouz	fler
bross	lett
bisiclett	lanvlop
motosiclett	ross
coton	fim

T: Donn mwa [enn bouton].

Give me a [button].

Or: Montré mwa [enn bouton].

S: K' issi sa [bouton]?

What is this ['bouton']?

T: Sa (pointing) ki apel ['bouton'].
An anglé ou dir ['button'].

This is what is called ['bouton'].
 In English you say ['button'].

C-5

Teach students to use 'Ki s'enn la sa?' in asking for the identification of people. Have available pictures of four or five of the following:

lapoliss	policeman
solda	soldier
mécanissien	mechanic
farmassien	pharmacist
marsan	merchant
masson	mason
labourér	laborer (unskilled)
plantér	farmer
tayér	tailor
baba	baby

S: Ki s'enn la sa?

Or: Couman li apélé?

T: Sa enn [lapoliss].

Or: [Lapoliss].

C-6

Show pictures of several well-known personalities and ask for their names.

I: Ki s'enn la sa?

R: [John Wayne].

C-7

Use pictures to identify and teach the following: zomm (man), famm (woman), tifi (girl), garson (boy). Then ask students the question:

I: Ki s'enn la sa?

R: Enn [famm] sa.

Also ask about: professér, zélev, and volontér (volunteer).

C-8

T: Mo coz créol ec fransé. Mo
capav coz anglé oussi. Ou
coz anglé. Eski ou capav coz
fransé?

S: Wi, mo capav coz fransé.

Or: Non, mo pa capav.

Dialog - 2

I: [Paul], ki s'enn la sa?

R: Enn volontér sa. Li apel [Robert].

Or: Robert sa.

I: Li coz créol?

R: Wi, enn tigitt mem.

Yes, a little bit.

I: Ec fransé oussi?

R: Wi, li capav coz fransé.

Yes, he can speak French.

Or: Non, li pa capav coz fransé.

I: [Paul], ou mem, ou capav coz
fransé?

[Paul], and you (lit: you yourself),
can you speak French?

R: Non, mo pa capav.

Or: Wi, mo capav.

TO THE TEACHER:

At some appropriate time, teach the following as additional ways of asking for the name of an object:

Ki sa sa sa?

K' issi sa sa sa?

Lesson 11X Where are you going (right now)?

C-1

I: [Bonzour], [Robert].
 R: [Bonzour], [Paul].
 I: [Ki maniér]?
 R: [Mo bien merci]. [Ki maniér ou mem]?
 I: [Bien merci]. Acott ou pé alé?
 R: Mo pé al [laboutik].

C-2

I: Ki ou pé fer?
 R: Mo pé [écoutt lamizik].
 Or: Mo okipé. I'm busy.
 Or: Mo pé fer enn paké kitsoz. I'm doing a lot of things.
 Or: Mo pa pé fer narien. I'm not doing anything.

C-3

A: Ki ou pé fer astér?
 B: Mo pé al [an-vil]. Ou lé vini? I'm going to [town]. Do you want to come?
 A: Wi, mo lé vini.

C-4

I: Ki ou pé fer?
 R: Mo pé [gett télévizion].
 I: Eski ou [gett télévizion] souvan?
 R: Wi, mo [gett télévizion] [toulé-aswar].

C-5

I: Acott [Robert]?
 R: Li pé [écrir so fami].
 I: (Eski) li [écrir so fami] [souvan]?
 R: Non, li pa [écrir zott] [tro souvan].

Dialog - 1

I: Ki ou pé fer?

R: Mo pa pé fer narien.

I: Eski ou anvi al sinéma?

R: Wi, anou al sinéma.

Do you want to go to the movies?

Yes, let's go to the movies.

Dialog - 2

I: Anou al consér?

R: Mo pa capav alé astér. Mo pé aprann mo lesson.

I: Ou touzour pé aprann. Zamé ou sorti.

Or: Ou pa amizé. Ou nec ziss aprann.

Why don't we go to the concert?

I can't go now. I'm studying my lessons.

You're always studying. You never go out.

You never have any fun. You only study.

C-6

I: Ki ou pé fer?

R: Mo pé [aprann mo lesson] astér.

Or: Mo pa pé fer narien.

Or: Kifér ou dimandé?

I: Eski ou capav [ed mwa enn cou]?

R: Wi, mo capav.

Or: Non, mo éna tro boucou pou fer.

Why do you ask?

Can you help me a minute?

No, I have too much to do.

C-7

I: Nou pé al [laplaz] astér. Eski ou anvi vini?

R: Wi. Ou capav atann mwa enn cou.

I: Dacor, mé degaz ou.

We're going to the [beach] now. Would you like to come?

Yes. Can you wait a minute for me?

Okay, but hurry.

C-8

I: Nou pé al [bor lamer] astér. Eski ou lé vini?

R: Non, mersi. Mo bizin al [an-vil] zordi.

We're going to the [seashore] now. Do you want to come?

No, thank you, I have to go to [town] today.

Dialog - 3

I: [Robert], nou pé al laplaz astér.
Eski ou anvi vini?

R: Non mersi. Mo pa contan al laplaz
tro boucou.

I: Kifér?

R: Parski soley bril mwa.

I: Mo bièn sagrin. Mwa, mo contan
bégné térrib.

[Robert], we're going to the beach now.
Do you want to come?

No, thank you. I don't like to go to
the beach very often.

Why?

Because I get sun-burnt (lit: the
sun burns me).

That's too bad (lit: I'm very sorry).
I love to go swimming.

Handout - 1

TO THE STUDENT:

Note the use of 'nec' and 'selman' in the following:

Ier-aswar nou finn nec bwar.

Yesterday evening we only drank (i.e., we didn't do anything else).

Ier-aswar nou finn bwar dilo selman.

Yesterday evening we only drank water (i.e., we didn't drink anything else).

'Nec' modifies verbs, while 'selman' modifies nouns. Note the use of 'nec' in
Dialog - 2:

Ou nec ziss aprann.

You only (just) study.

Handout - 1

An alternative form of the predicate marker 'pé' is 'apé'.

Ki ou pé fer astér?

Ki ou apé fer astér?

Listen carefully to the sentences below and indicate whether 'pé' or 'apé' was used.

- | | | |
|-----|----|-----|
| 1. | pé | apé |
| 2. | pé | apé |
| 3. | pé | apé |
| 4. | pé | apé |
| 5. | pé | apé |
| 6. | pé | apé |
| 7. | pé | apé |
| 8. | pé | apé |
| 9. | pé | apé |
| 10. | pé | apé |
| 11. | pé | apé |
| 12. | pé | apé |
| 13. | pé | apé |
| 14. | pé | apé |
| 15. | pé | apé |
| 16. | pé | apé |
| 17. | pé | apé |
| 18. | pé | apé |
| 19. | pé | apé |
| 20. | pé | apé |

-----fold here-----

1. Ki li pé fer astér?
2. Ki li apé fer astér?
3. Li apé gett télévision.
4. Li pé écoult nouvel.
5. Robert apé écrire so fami.
6. Mo pa pé aprann fransé.
7. Zott pé répoz dan zott lasamm.
8. Marie apé gett li.
9. Eski li apé gett mwa?
10. Eski li pé gett nou?
11. Li apé écoult so professér.
12. Ki ou pé fer?
13. Mo pé écoult disc.
14. Mo apé al sinéma.
15. Nou pé zoué football.
16. Paul apé sinéma oussi.
17. Acott ou pé sorti?
18. Nou apé dézéné.
19. Zott apé manz zott ti-dézéné.
20. Gett bien sa ki mo pé fer.

Lesson 12X What do you use to cut paper?

C-1

'Mama', 'papa', 'frer', and 'ser' may be substituted for 'fami'.

T: Ou [ti] écriir ou [fami] [ier]?

S: Wi, mo [ti] écriir mo [fami] [ier].

Or: Non, mo pa [ti] écriir [zott] [ier].

Also use 'pou' in place of 'ti', and 'dimin' in place of 'ier'.

C-2

S: Ki été sa?

T: Enn [sizo] sa.

S: Pou ki sa?

Or: Pou ki s'enn la sa?

T: Pou [Robert].

S: Ki (dimoun) fer ec sa?

T: Zott [coup] [papié].

Have students learn the questions (What is it? Whose is it? What is it used for?) necessary for identifying an object. Give each student at least one opportunity to ask about an object. Have students learn the names and use of three objects outside of class.

Dialog - 1

Use at least three of the following sets of objects and actions with this dialog:

Objects

sizo, coute

foursett, couyér

serviett, sifon

savonett, dilo

difil, zégwi

lipié, lazamm

linett, lizié

Actions

coupé

manzé

souyé

lavé

coud

marsé

gété

- S: [Missié Singh], k' issi sa sa?
 T: Sa? Enn [créyon] sa.
 S: Enn [créyon]?
 T: Wé, enn [créyon]. Eski ou coné
 couman dir sa (holds up a [pen])
 an créol?
 S: Non, mo pa coné.
 T: Sa enn [plim].
 Or: Nou apel sa [plim].
 S: Enn [plim]. [Missié Singh], couman
 ou dir sa (makes gesture of [writing])
 an créol?
 T: An créol nou dir sa ['écrire']. Astér
 ou capav dir: 'Mo [écrire] ec [enn plim]'.
 S: Bien, astér mo capav dir: 'Mo [écrire] ec [enn plim]'.

Monolog - 1

Mo servi sizo pou coup papié.
 Mo servi savonett pou lavé.
 Mo servi plim pou écrire.
 Mo servi [] pou [].

I use scissors to cut paper.

C-3

T: Ki ou servi pou [coup] [papié]?
 S: Enn [sizo].

C-4

T: Ki dimoun fer ec enn [sizo]?
 S: Zott [coup] [papié].

Handout - 1

Handout - 1

'Ar' is a frequently used synonym of 'ec':

Mo coup papié ar enn sizo.

Mo coup papié ec enn sizo.

Li montré créol ar fransé.

Li montré créol ec fransé.

Listen carefully to the sentences below and indicate whether 'ec' or 'ar' was used.

- | | | |
|-----|----|----|
| 1. | ec | ar |
| 2. | ec | ar |
| 3. | ec | ar |
| 4. | ec | ar |
| 5. | ec | ar |
| 6. | ec | ar |
| 7. | ec | ar |
| 8. | ec | ar |
| 9. | ec | ar |
| 10. | ec | ar |
| 11. | ec | ar |
| 12. | ec | ar |
| 13. | ec | ar |
| 14. | ec | ar |
| 15. | ec | ar |

Occasionally there are circumstances where 'ar' seems preferable to 'ec':

Enn sarpantié travay ar dibwa.

A carpenter works with/in wood.

Enn modiss travay ar tissi.

A dressmaker works with/in cloth.

fold here

- | | |
|-----|---|
| 1. | Mo coup papié ar enn sizo. |
| 2. | Mo lav <u>linz</u> ec <u>savon</u> . |
| 3. | Robert ti vinn ec Paul. |
| 4. | Ou lé vinn ar mwa? |
| 5. | Mo pegn mo sévé ar enn pegn. |
| 6. | Mo raz ec enn razwar. |
| 7. | Li pou Robert ec Paul. |
| 8. | Li coz <u>anglé</u> ar <u>fransé</u> . |
| 9. | Ki mo fer ec li? |
| 10. | Ou écrire ar li. |
| 11. | Li <u>montré</u> créol <u>granmatin</u> ar <u>tanto</u> . |
| 12. | Robert ec Paul, zott aprann créol. |
| 13. | Acott ou ar Marie sorti? |
| 14. | Marie ar mwa sorti l'Amérique. |
| 15. | Enn cwafer tay sévé ar enn razwar. |

Lesson 13X Do you (familiar) have a cigarette?

Part One

Drill - 1TeacherEna sez dan ou lasamm?--- enn larmwar dan ou lasamm?

--- enn laglass -----?

--- enn latab -----?

--- enn radio -----?

--- enn lili -----?

Is there a wardrobe in your room?

Is there a mirror in your room?

Is there a bed in your room?

Response 1Wi, éna sez dan mo lasamm.--, --- enn larmwar dan mo lasamm.

--, --- enn laglass -----.

--, --- enn latab -----.

--, --- enn radio -----.

--, --- enn lili -----.

Response 2Non, p'éna sez dan mo lasamm.---, ----- enn larmwar dan mo lasamm.

---, ----- enn laglass -----.

---, ----- enn latab -----.

---, ----- enn radio -----.

---, ----- enn lili -----.

C-1I: Ena [enn laglass] dan ou lasamm?R: Wi, éna [enn laglass] dan mo lasamm.Or: Non, p'éna [enn laglass] dan mo lasamm.

After each student has answered in the negative at least once,
teach the stronger form of the negative with 'na':

Non, na p'éna [enn laglass] dan mo lasamm.

C-2

I: Ki éna dan ou lasamm?

R: Ena [sez, lili, ec latab].

C-3

I: Ki ti éna dan ou lasamm kan
ou ti dan liniversité?

R: Ti éna [sez, lili, ec latab].

LANGUAGE ACTIVITY:

Outside of class, students should learn (by asking their teachers or other Mauritians) the names of at least three items commonly found in one of the following rooms of a house: lacouzinn (kitchen), salon (living room), lasamm-manzé (dining room), lasamm-bin (bathroom), drénaz (toilet). In a later class they should be prepared to answer

Ki éna dan [lacouzinn]?

Ki meb éna dan [lacouzinn]?

What furniture is there in the [kitchen]?

Part Two

Handout - 1

Use this handout to introduce the familiar second person singular pronoun 'to'.

Monolog - 1

Si enn dimoun ou camarad, ou capav dir li: to.

To éna enn sizo?

Si enn dimoun pa ou camarad, ou bizin dir li: ou.

Ou éna enn sizo?

Si ou conn enn dimoun bien, ou capav dir li: to.

To éna enn sizo?

Si ou pa conn enn dimoun bien, ou bizin dir li: ou.

Ou éna enn sizo?

C-4

T: [Robert], eski ou éna enn [plim]?

S₁: Non, mo p'éna enn [plim].

T: Dimann [Paul] coumsa: Eski to éna enn [plim]?

Or: Dir [Paul]: Eski to éna enn [plim]?

S₁: [Paul], eski to éna enn [plim]?

S₂: Wi, mo éna enn [plim].

Or: Non, mo p'éna enn [plim].

C-5

T: [Robert], ki ou [ti] fer [ier]?

S₁: Mo [ti] [al laboutik].

T: Dimann [Paul] coumsa: Ki to [ti] fer [ier]?

Or: Dir [Paul]: Ki to [ti] fer [ier]?

S₁: [Paul], ki to [ti] fer [ier]?

S₂: Mo [ti] [al laposs].

Repeat C-6 with several questions such as the following:

Ki ou pou fer dimin?

Acott ou ti alé ier?

Ki ou fer ec enn sizo?

Eski ou écoutt [nouvel] dan ou lasamm?

Eski ou coz [fransé]?

C-6

T: [Robert], [lagazett] ou camarad sa?

S₁: Mo pa coné.

T: Dimann [Paul] coumsa: To [lagazett] sa?

Or: Dir [Paul]: To [lagazett] sa?

S₁: [Paul], to [lagazett] sa?

S₂: Wi, li pou mwa.

Or: Non, li pa pou mwa.

C-7

T: [Robert], pou ki sa [lagazett] la?

S₁: Li pa pou mwa.

T: Dimann [Paul] coumsa: Li pou twa sa?

S₁: [Paul], li pou twa sa?

S₂: Wi, li pou mwa.

Or: Non, li pa pou mwa.

C-8

T: [Robert], eski [Paul] [ti] [al laboutik] [ier]?

S₁: Mo pa coné.

T: Dimann [Paul] si li [ti] [al laboutik] [ier].

S₁: [Paul], eski to [ti] [al laboutik] [ier]?

S₂: Wi, mo [ti] [al laboutik] [ier].

Or: Non, mo pa [ti] [al laboutik] [ier].

Drill - 2Teacher

Dimann ou camarad si li éna enn créyon.

----- si li pou al laboutik dimin.

----- si li coz fransé.

----- si li écoult disc dan so lasamm.

*

*

Dimann ou camarad ki li pé fer.

----- ki li pou fer an-vil dimin.

----- ki li ti lir ier.

----- ki li éna dan so poss.

Response

Eski to éna enn créyon?

Eski to pou al laboutik dimin?

Eski to coz fransé?

Eski to écoult disc dan to lasamm?

*

*

Ki to pé fer?

Ki to pou fer an-vil dimin?

Ki to ti lir ier?

Ki to éna dan to poss?

C-9

Have students practice greeting each other using 'to' rather than 'ou'.

S₁: [Bonzour], [matlo]. Ki [nouvel]?

S₂: Mo bien mersi, [Robert]. Ki
[nouvel] to mem?

S₁: Mo bien mersi.

C-10

S₁: To éna enn [sigarett]?

S₂: Wé.

S₁: Mersi.

Teach the following as responses that S₂ can also make:

Mo pa coné. Less mwa gété.

Mo éna enn tou sel.

Non, mo p'éna.

C-11

At some point a Mauritian acquaintance may suggest that the volunteer use 'to/twa' in place of 'ou'. Have the students learn the appropriate responses. 'M' stands for the Mauritian; 'LL' stands for the volunteer or any other language learner.

M: To capav dir mwa twa.

LL: Dacor. To oussi capav apel mwa twa.

Or: Si to lé.

TO THE STUDENT:

As noted before (Lesson 1), Mauritians use terms of address more frequently in their conversations than Americans do in English conversations. In addition to names and titles (Missié, Madamm, Mamzel) which are widely used, terms of endearment or kinship terms are often used among friends: matlo (buddy, pal), mo nwar (pal, chum; lit: my black), mo ser (my sister), mo frer (my brother), cousin, cousin (cousin). Parents are often referred to and addressed in terms of the names of their children: Mama Rose (mother of Rose), Papa Ram (father of Ram).

The personal pronouns are often used for insistence or emphasis when speaking to a person:

Vinn issi do ta.

Come here (then) you. (familiar)

Vinn issi do ou.

Come here (then) you. (formal)

Handout - 1

Between close friends the form 'to' (you-sg.) is used rather than 'ou' (you-sg.):

Ki ou pé fer, Missié Singh?

What are you (formal) doing, Mr. Singh?

Ki to pé fer, matlo?

What are you (familiar) doing, pal?

In speaking to Mauritians it is normally safer to use 'ou', letting them initiate the use of 'to' if they so wish. In such cases, you should, of course, reciprocate. In speaking to your fellow volunteers, you may use 'to'. Also, 'to' should be used in Mauritius when speaking to children.

Listen to the following sentences and indicate if the formal (ou) or familiar (to) form of the second person singular pronoun has been used.

- | | | |
|-----|-------------|---------------|
| 1. | ou (formal) | to (familiar) |
| 2. | ou | to |
| 3. | ou | to |
| 4. | ou | to |
| 5. | ou | to |
| 6. | ou | to |
| 7. | ou | to |
| 8. | ou | to |
| 9. | ou | to |
| 10. | ou | to |
| 11. | ou | to |
| 12. | ou | to |
| 13. | ou | to |
| 14. | ou | to |
| 15. | ou | to |
| 16. | ou | to |

fold here

1. Ou montré créol?
2. To pou al dansé samdi?
3. Ki to pé fer?
4. Ki ou pé fer?
5. Ou lir lagazett toulézour?
6. To ti lir lagazett?
7. Ou enn professér?
8. Ou sorti Maurice?
9. Dimin ki to pou fer?
10. Comien frer to éna?
11. Comien ser ou éna?
12. To écrire to fami toulézour?
13. Ou écrire ou fami toulézour?
14. To lagazett sa?
15. Ou liv sa?
16. Mo pé écrire ec to plim.

The familiar form of the second person singular pronoun changes from 'to' to 'twa' when it occurs as the object of a verb or a preposition (just as 'mo' changes to 'mwa'):

Eski to fami écrire twa souvan?

Does your (familiar) family write you (familiar) often?

Eski ou fami écrire ou souvan?

Does your (formal) family write you (formal) often?

Mo fami écrire mwa souvan.

My family writes me often.

Sa lagazett la pou twa.

This newspaper is yours (familiar).

Sa lagazett la pou ou.

This newspaper is yours (formal).

Sa lagazett la pou mwa.

This newspaper is mine.

Listen carefully to the following sentences and indicate if 'ou', 'twa', or 'mwa' which has been used.

- | | | | |
|-----|-------------|----------------|-----|
| 17. | ou (formal) | twa (familiar) | mwa |
| 18. | ou | twa | mwa |
| 19. | ou | twa | mwa |
| 20. | ou | twa | mwa |
| 21. | ou | twa | mwa |
| 22. | ou | twa | mwa |
| 23. | ou | twa | mwa |
| 24. | ou | twa | mwa |
| 25. | ou | twa | mwa |
| 26. | ou | twa | mwa |
| 27. | ou | twa | mwa |

- | | |
|-----|---------------------------------|
| 17. | Li pou twa. |
| 18. | Li pou ou. |
| 19. | Li pou mwa. |
| 20. | Eski sa lagazett la pou twa? |
| 21. | Li écrire mwa souvan. |
| 22. | Eski to fami écrire twa souvan? |
| 23. | Eski li écrire ou souvan? |
| 24. | Sa lagazett la pou ou. |
| 25. | Mo pou al laboutik ec twa. |
| 26. | Gett mwa. |
| 27. | Mo ti vinn gett twa ier. |

fold here

Lesson 14X Where's the market?

Dialog - 1

Have students practice both parts of this dialog.

A: (Knocks at the door.)

B: Ki s'enn la sa?

A: Mwa sa.

Or: [Robert] sa.

B: Mo arivé la.
(Opens the door.)

I'm coming (lit: I arrive there).

Dialog - 2

Situation: Ram comes to the house of his friend Philip and calls for him. Have students practice both parts of this dialog.

Ram: Philip! Philip!

Mama Philip: Wi.

Ram: Bonzour, Madamm.

Mama Philip: Bonzour, [mo garson].

Ram: Eski [Philip] la?

Mama Philip: Wi, enn timama. Mo apel li. Yes, (just) a moment. I'll call him.

Drill - 1Teacher

Eski sa liv la pou ou?

----- []-----?

Response 1

Wi, li mo liv.

--, ----- [].

Response 2

Non, li pa mo liv.

---, ----- [].

Drill - 2Teacher

Pou ki sa liv la?

----- [] --?

Response 1

Sa liv la pou mwa.

-- [] -----.

Response 2

Sa liv la pa pou mwa.

-- [] -----.

Drill - 3Teacher

Pou ki sa liv la?
 ----- [] --?

Response 1

Pou mwa sa.
 -----.

Response 2

Pa pou mwa sa.
 -----.

C-1

Have available several of the following, each containing a number of objects, both familiar and unfamiliar.

bwatt (box)

tirwar (drawer)

paké (package)

lanvlop (envelope)

parsel (package)

valiz (suitcase)

T: Anou gété ki éna dan sa
 [sac] la.

Let's see what's (lit: what there is)
 in this/that bag.

S: Dacor, anou gété.

Okay. Let's look.

Or: Less nou gété.

Let us (lit: allow us to) look.

T: Mo trouv [lanvlop, créyon,
 pagn].

I see an envelope/envelopes, a pencil/pencils,
 a comb/combs.

Repeat the above using some of the other locations: lor, an-ba,
 divan, dériér.

Drill - 4Teacher

Ala enn sac.
 ----- bwatt.
 ----- lanvlop.
 ----- [] --.

Response

Anou gété ki éna dan sa sac la.
 ----- bwatt la.
 ----- lanvlop la.
 ----- [] --.

C-2

S: Anou gété ki éna dan sa [sac] la.

T: Dacor, dégazé. Ouvér; nou gété.

Okay. Hurry up. Open (it); we'll look.

S: Mo trouv [lanvlop, créyon, pagn].

Or: P'éna narien.

There's nothing.

C-3

S₁: Anou gété ki s'enn la ki
dan [lasal-manzé].

Let's see who's in the [dining hall].

S₂: Dacor, anou gété.

S₁: Sa [Marie].

Or: P'éna personn.

There's no one.

C-4

T: Mo bizin enn [créyon].

I need a [pencil].

Or: Acott mo capav
gagn enn [créyon]?

Where can I find a [pencil]?

S: Ena enn [créyon] dan sa [sac]
la.

Dialog - 3

T: Ki ou apé fer astér?

What are you doing now?

S: Mo pé al [an-vil]. Ou lé
vinn ar mwa?

I'm going to [town]. Do you want
to come with me?

T: Wi, mo lé vini. Ki ou pou
fer la-ba?

Yes, I'd like to come. What are you
going to do there?

S: Mo pou al asté kiksoz. Mo
bizin [papié, lanvlop, ec tenn].

I'm going to buy (some) things. I need
[paper, envelopes, and stamps].

T: Ou pou [écrire lett]?

Are you going to [write letters]?

S: Wi, mo pou [écrire mo piess].

Yes, I'm going to [write my girl friend].

C-5

S: Acott [ou lasamm]?

Where is your room?

T: Mo apé al la-ba la.
Vini; mo montré ou.

I'm going there (now).
Come; I'll show you.

Monolog - 1

Indicate the location of several of the following places (at or associated with the Training Program). Drawing a local site plan on the blackboard may be helpful.

biro	dortwar (dormitory)
lasal-manzé	laposs
libréri	laboutik
lécol	tavern
lacaz dobi (laundry)	labank (bank)
lasamm-bin	dispansér
sinéma	légliz (church)
téatt (theater)	bazar

[Biro] pré-cott [laplenn football].

[Libréri] pré-cott [lécol].

[Lacaz dobi] acott [lasamm-bin].

[Labank] acott [sinéma].

[Sinéma] divan laposs.

[Laboutik] divan [bazar].

[Drénaz] dériér [lasamm-bin]

[Tavern] dériér [bazar].

The [office] is near the [soccer field].

The [library] is near the [school].

The [laundry] is next to the [bathroom].

The [bank] is next to the [movie].

The [movie] is in front of the
[post office].

The [shop] is in front of the [market].

The [toilet] is behind the [bathroom].

The [tavern] is behind the [market].

C-6

T: Acott [biro]?

Where's the [office]?

Or: Acott [biro], si-ou-plé?

S: Li [pré-cott] [laplenn football].

It's [near] the [soccer field].

C-7

LL: Eski ou coné acott [tavern]?

Do you know where the [tavern] is?

M: Wi. Ou trouv [bazar]?

Yes. Do you see the [market]?

LL: Wé.

M: Bon, li [dériér].

Good, it's behind (it).

C-8

LL: Eski ou coné acott [laposs], si-ou-plé?

M: Wi, mé li in-pé difissil pou
mwa pou espliké. Vinn ar mwa.

Yes, but it's a little difficult
for me to explain. Come with me.

C-9

T: Ou al [laboutik] la?

S: Non, mo pa al [laboutik].
Mo al [laposs].

T: Acott sa?

S: La-ba.

Or: La-mem ('em) la.

It's right there.

Or: [Pré-cott] [sinéma].

C-10

T: Ki coté ou abité?

Or: Acott ou abité?

S: Mo abiit [pré-cott] [Paul].

Help each student to learn the answer (or answers) which is most appropriate for him. Also help him learn an answer for:

Ki coté ou lasamm?

C-11

LL: Acott [bazar], si-ou-plé?

M: Ou nec swiv lari (pointing).
[Bazar] ziss divan ou.

You just follow the street. The
[market] is right in front of you.

C-12

LL: Acott [biro], si-ou-plé?

M: Ou nec swiv trotwar la (pointing).
[Biro] ziss divan ou.

You just follow the sidewalk there.

Dialog - 4

LL: Acott [drénaz], si-ou-plé?

M: Li [dériér] [lasamm-bin].

LL: Adrwatt, agoss?

M: Ou nec swiv sa [coulwar] la,
ou tourn agoss. Li la-ba.

LL: Mersi.

Right, left?

You just follow that [hall], (then)
you turn left. It's there.

Monolog - 2

Couman dimoun vwayazé dan Maurice?

Zott vwayaz par biss.

Zott vwayaz par loto.

Zott vwayaz par motosiclett.

Zott vwayaz par bisiclett.

Zott vwayaz par taxi.

Zott vwayaz par camion.

Zott marsé.

How do people travel in Mauritius?

They travel by bus.

They travel by car.

They travel by motorcycle.

They travel by bicycle.

They travel by taxi.

They travel by truck.

They walk.

Drill - 5Teacher

Eski dimoun vwayaz par biss dan Maurice?

----- par taxi -----?

----- par motosiclett ----?

*

*

----- par trin -----?

Response

Wi, zott vwayaz par biss.

--, ----- par taxi.

--, ----- par motosiclett.

*

Non, zott pa vwayaz'par trin dan Maurice.

C-13

T: Couman dimoun vwayazé dan Maurice?

S1: Zott vwayaz par [biss].

S2: Zott vwayaz par [loto].

S3: Zott vwayaz par [taxi] oussi.

Dialog - 5

M: Acott ou pé alé?

Or: Ki coté ou pé alé?

LL: Mo pé al [Curepipe].

M: Couman ou pé al [Curepipe]?

Or: Par ki ou pé alé?

How (lit: by what) are you going?

LL: Mo pé al par [biss].

M: Kan ou pou alé?

LL: Astér la-mem.

Right now.

Lesson 15X How many days does May have?

C-1

T: Eski éna enn fey papié?

Do you have a piece of paper?

S: Wi.

T: Pliy li an-dé.

Fold it in two.

Or: Pliy li an-trwa.Or: Pliy li an-katt.Or: Coup li [an-dé].

Cut it in [two].

Drill - 1

Review the numbers 1 to 10 (Lesson 15) and then write the numbers 11-16 on the blackboard. Point to each number as you identify it (onz, douz, trez, katorz, kinz, sez) and have students mimic you. First present the numbers in order and then at random. Test the students' comprehension by sending them to the blackboard one at a time:

T: Montré mwa katorz.

S: (Points).

T: [Sez].

S: (Points).

etc.

Also include the numbers from 1 to 10 in your testing for comprehension.

Handout - 1Drill - 2

Point to each of the numbers (written on the board for Drill 1) as you identify it and have students mimic you. Test their production, first as a group and then individually:

T: Ki sif sa?

S: [Douz].

T: Sa (pointing)?

S: [Kinz].

etc.

Monolog - 1

Using a map of Mauritius, give the distances between various towns (up to 16 miles).

Ena kinz mil antt Port Louis ec Curepipe.

Ena [onz] mil antt Port Louis ec Vacoas.

Ena [sez] mil antt Port Louis ec Grand Baie.

Ena [] mil antt [] ec [].

C-2

T: Ki distanss éna antt [Port Louis]
ec [Curepipe]?

Or: Comien mil éna antt [Port
Louis] ec [Curepipe]?

S: Ena [kinz] mil.

C-3

T: Comien mwa éna dan enn lané?

How many months are there in a year?

S: Ena douz mwa dan enn lané.

Or: Douz.

Drill - 3

Write the hours of the day (1:00 to 11:00) on the blackboard. Point to each hour as you identify it and have students mimic you. Test the students' comprehension by sending them to the blackboard one at a time:

T: Montré mwa dez-er.

S: (Points.)

etc.

* * *

T: Ki ler sa?

S: [Sink-er].

C-4

Use a clock (or make sketches on the blackboard) and ask about the hourly time. Also introduce the use of 'midi' (12:00 noon) and 'minwi' (12:00 midnight).

T: Eski ou éna ler ziss?

Do you have the correct time?

Or: Ki ler la?

S: (Wi), li [enn-er].

Or: [Enn-er].

Drill - 4

Practice the following times (as in Drill - 3) and then repeat C-4:

1:05	5:10	9:15
2:05	6:10	10:15
3:05	7:10	11:15
4:05	8:10	12:15 (midi <u>kinz</u> , minwi <u>kinz</u>)

Drill - 5

Practice the following times (as in Drill - 3 and then repeat C-4:

12:55 enn-er mwin sink (lit: one o'clock minus five)
 1:55 dez-er mwin sink
 2:55 trwaz-er mwin sink
 * * *
 4:50 sink-er mwin diss (lit: five o'clock minus ten)
 5:50 siz-er mwin diss
 6:50 sett-er mwin diss
 * * *
 8:45 nev-er mwin kinz (lit: nine o'clock minus fifteen)
 9:45 diz-er mwin kinz
 10:45 onz-er mwin kinz

Monolog - 2

Ena [douz] dimoun dan mo fami.
 Ena mo papa, mo mama, [katt] frer,
 [sink] ser, ec mwa.

C-5

T: [Marie], comien dimoun éna
dan ou fami?
 S: Ena [siss] dimoun dan mo fami.
 T: Ki s'enn la?
 S: Mo papa, mama, [enn] frer, [dé]
 ser, ec mwa.
 T: Ou gran-mama ec ou gran-papa abitt
 ec ou fami?
 S: Non, zott pa abitt ec mo fami.
 T: Dan Maurice dabitid gran-mama
 ec gran-papa abitt ec zott fami.

C-6

T: Ki laz ou [frer] éna?
 S: Li éna [sez] an.
 Or: [Trez ec sez] an.

C-7

T: Comien cousin ou éna?
 S: Mo éna [onz] cousin.
 T: Comien cousinn ou éna?
 S: Mo éna [trez] cousinn.

VOCABULARY SUPPLEMENT - 1

The following are the names of other relatives which have not as yet been introduced. They may be taught later as part of further discussions about families. Some questions for initiating such discussions are also given.

garson	son	zann	son-in-law
tifi	daughter	névé	nephew
zanfan	child/children	niess	niece
matantt, tantinn	aunt	ti-zanfan	grandchildren
tonton	uncle	ariér ti-zanfan	great-grandchildren
bo-per	father-in-law	gran-mer bizayel	great-grandmother
bel-mer	mother-in-law	gran-per bizayel	great-grandfather
bo-frer	brother-in-law	marenn	godmother
bel-ser	sister-in-law	parin	godfather
bel-fi	daughter-in-law	fiel	godchild

Comien zanfan ou éna?

Comien garson ou éna?

Comien tifi ou éna?

Eski ou éna ser/frer marié?

Eski li/zott éna zanfan?

Comien niess/névé ou éna?

Comien ser/frer ou mama/papa éna?

Eski ou mari/famm éna ser/frer?

Couman ou bel-ser/bo-frer apélé?

Comien ti-zanfan ou mama éna?

Eski ou gran-mer bizayel ancor vivan?

Eski ou éna enn marenn/parin?

Eski ou éna fiel?

Couman li/zott apélé?

Drill - 6

Introduce 'pié' (foot) and 'pouss' (inch) by giving the length of several items (latab, lareg, papié, etc.). Then ask students questions such as:

Comien [pié] sa [latab] la?	How many feet is this table?
Ki longér sa [latab] la?	How long is this table?
Eski sa [latab] la mizir sink pié?	Does this table measure five feet?

Teach them to use 'apépré' and 'anviron' for approximate lengths:

Li apépré/anviron siss pié.	It's about/approximately six feet.
-----------------------------	------------------------------------

Teach them how to combine feet and inches:

Robert sink pié diss.	Robert is five feet ten.
-----------------------	--------------------------

C-8

Give the opening and closing times of several of the following (in Mauritius):

bazar	(8:00 - 6:00)
laboutik	(7:00 - 7:00)
magazin	(9:00 - 7:00)
labank	
dispanser	(7:00 - 5:00)
laposs	

T: Ki ler [bazar] ouvér?

S: [Witt-er] (dimatin).

T: Ki ler [bazar] fermé?

S: [Siz-er] (diswar).

Also ask

Ki ler lécol comanss?	What time does school begin?
Ki ler ou comanss ou travay?	What time do you begin your work?
Ki ler [labourér] comanss (so) travay?	
Ki ler ou sorti ou travay?	

Handout - 2Drill - 7

Practice the following times (as in Drill - 3) and then do C-9.

6:30	8:30
6:20	8:20
5:40	7:40
6:25	8:25
5:35	7:35

C-9

Teach students to ask for the time as well as to give it.

- S₁: Eskiz mwa, eski ou coné ki
ler la? Excuse me, do you know what the
time is?
- Or: Eski ou capav dir mwa
ki ler la, si-ou-plé? Can you tell me what time it is,
please?
- Or: Ou éna ler ziss?
- Or: Ki ler ou dir la? What time do you have (lit: say it is)?
- S₂: (Wi), li [déz-er vin sink].

Teach your students the alternate way of saying such times as 6:15,
6:30 and 6:45:

6:15	siz-er é-kar	quarter past six (lit: six and a quarter)
6:30	siz-er é-d'mi	half past six (lit: six and a half)
6:45	sett-er mwin kar	quarter of seven (lit: seven minus a quarter)

Drill - 8

Practice the following numbers (as in Drill - 2).

21	22	23	24	etc.
31	32	33	34	
41	42	43	44	
51	52	53	54	
61	62	63	64	

C-10

- T: Comien zour éna dan enn sémenn? How many days in a week?
 S: Ena sett zour.
 T: Comien sémenn éna dan enn lané?
 S: Ena sinkantt-dé semenn.

C-11

- T: Comien zour éna dan mwa [avril]? How many days are there in the month of [April]?
 S: Ena trantt.
 T: Comien zour éna dan mwa [marss]?
 S: Ena trantt-é-enn.
 T: Comien zour éna dan mwa févrié?
 S: Ena vintt-witt ouswa vintt-nef.

Use a calendar to introduce the other months (zanvié, mé, zin/zwin, zilié, outt, septamm, octob, novamm, dessamm) and then ask for the number of days in each.

C-12

- T: Ki mwa astér? What month is it (now)?
 S: Astér [zilié]? It's [July] now?
 T: Wi, astér [zilié].
 Ki datt zordi? What day is today?
 S: Zordi lé-[kinz] [zilié]. It's the [15]th of [July].

- T: Ki datt ier?
 S: Ier lé-[katorz] [zilié].
 T: Ki datt dimin?
 S: Dimin lé-[sez] [zilié].

Ask also about 'avan(tt)-ier' (day before yesterday) and 'après-dimin' (day after tomorrow)

C-13

- | | |
|--|---|
| <p>T: [Robert], ki laz ou éna?</p> <p>S₁: Mo éna [<u>vin</u>(tt)-dé] <u>an</u>.</p> <p>T: [Marie], ki laz [Robert] éna?</p> <p>S₂: Li éna [<u>vin</u>(tt)-dé] <u>an</u>.</p> | <p>[Robert], how old are you (lit: what age do you have)?</p> <p>I'm [twenty-two] (lit: have twenty-two years).</p> |
|--|---|

Dialog - 1

- | | |
|---|---|
| <p>T: [Robert], eski ou éna enn tran(tt)-<u>sink</u>?</p> <p>S: Tran(tt)-<u>sink</u>? Ki sa vé-dir?</p> <p>T: Tran(tt)-<u>sink</u>, sa vé-dir piess.</p> <p>S: Kifér li vé-dir sa?</p> <p>T: Mo pa coné. Ena boucou sif coum-sa. Couman tran(tt)-dé, sa vé-dir sinwa.</p> <p>S: Ena lott?</p> <p>T: Wi, éna boucou.</p> | <p>[Robert], do you have a 'thirty-five'?</p> <p>Thirty-five? What does that mean?</p> <p>Thirty five, that means girlfriend.</p> <p>Why does it mean that?</p> <p>I don't know. There's lots of numbers like that. Like thirty-two, that means Chinese.</p> <p>Are there others?</p> <p>Yes, there are lots of them.</p> |
|---|---|

The teacher can continue by giving the meanings of some other numbers (see the note to the student at the end of the lesson).

Handout - 3

Drill - 9

Practice the following numbers (as in Drill - 2).

60	80
70	90
61	81
71	91
62	82
72	92
etc.	
69	89
79	99

For review, include also some of the numbers learned earlier.

Handout - 4Drill - 10

Practice the following numbers (as in Drill - 2).

100	200	300	400
101	201	301	
102	202	etc.	
103			

Also practice a few of the numbers in the thousands (e.g. 1000, 1100, 1220, 4000, 7700, etc.).

Dialog - 2

M: (To himself) Mo caray so.

[Robert], ou capav prett mwa
enn ti diz-witt? Mo p'éné ar mwa.

Or: Pa gagn enn ti diz-witt ar
twa, camwad?

LL: Diz-witt? Ki sa vé-dir?

M: Diz-witt, sa vé-dir larzan.

LL: A wé, astér mo rapel. Tran(tt)-
sink vé-dir piess.

I'm broke (lit: my pot is hot).

[Robert], can you loan me a little
eighteen? I don't have any with me.

Can't (I) get a little money from
you, pal?

Eighteen, that means 'money'.

Oh yes, now I remember. Thirty-five
means 'girlfriend'.

Drill - 11Teacher

Eski ou aprann créol
ziska onz-er é-d'mi?

Eski ou []
ziska []?

*

*

Eski ou aprann créol ziska midi?

Eski ou [] ziska []?

*

*

Ziska ki ler ou aprann créol?

Ziska ki ler ou []?

*

*

Ki ou fer dépi witt-er ziska onz-er é-d'mi?

Ki ou fer dépi [] ziska []?

Response

Wi, mo aprann créol ziska onz-er é-d'mi.

Wi, mo [] ziska [].

*

Non, mo aprann créol ziska onz-er é-d'mi.

Non, mo [] ziska [].

*

Mo aprann créol ziska onz-er é-d'mi.

Mo [] ziska [].

*

Mo aprann créol ziska onz-er é-d'mi.

Mo [] ziska [].

C-14

T: Ki ler ou [manzé] [granmatin]?

S: Mo [manzé] [ver siz-er].

T: Apré sa ki ou fer?

S: Mo [aprann créol] ziska [onz-er é-d'mi]. Apré sa mo [dézéné].

T: Apré sa?

etc.

I [study Creole] until 11:30.
After that I [eat lunch].

Use this C-phase to teach the students to state the hour at which they do the various activities of their daily routine. (See the activities given in Vocabulary Supplements 1-3 in Lesson 8X.)

Drill - 12Teacher

Comien ler tan ou aprann créol?

How many hours do you study Creole?

Comien ler tan ou []?

ResponseMo aprann créol dépi witt-er ziska
onz-er é-d'mi.

I study Creole from 8:00 until 11:30.

Mo [] dépi [] ziska
[].Drill - 13TeacherResponse

Kan ou aprann créol?

Mo coumansé witt-er, mo continié
ziska onz-er é-d'mi.I begin at 8:00 (and) I
continue until 11:30.

Kan ou []?

Mo coumansé [], mo continié
ziska [].

TO THE STUDENT:

Numbers are frequently used in Mauritius in place of Creole words to designate persons, objects, actions, etc. Some of these function as a code or 'secret language' within a particular in-group or circle of friends, while others, such as the following, are quite widely known:

2	zaco	(monkey)	Mo finn manz cari niméro dé (2). I've eaten curry made from monkey meat.
4	mor	(die, death)	Li finn katt (4). He's dead.
6		(homosexual)	
8	tata	(feces)	
11	al/vinn marsé	(go/come by foot)	Mo'nn vinn lor mo onz (11). I came on foot.
17	piess	(girlfriend)	Mo finn amenn mo diz-sett (17) lor mo diz-witt (18). I carried my girlfriend on my bicycle.
18	larzan	(money)	
	bisiclett	(bicycle)	
21	sou	(be drunk)	Li finn vintt-é-enn (21). He became drunk.
27	lapoliss	(policeman)	

- | | | | |
|----|---------------------|-----------------------|-------------------------------------|
| 29 | pipi | (urinate) | Mo bizin al vintt-nef (29). |
| 32 | sinwa | (Chinese) | |
| 35 | piess | (girlfriend) | Li éna enn zoli tran(tt)-sink (35). |
| 40 | dériér | (behind,
backside) | Li éna enn gro karantt (40). |
| 71 | enn dimoun
bwaté | (lame person) | Li marss swassann-onz (71). |

Certain of these are limited to private use, among friends (such as 6), while others can be used more publicly, with a wide group of people (such as 17).

Handout - 1

Listen carefully for the number of items mentioned in each of the sentences below, and write the number (11, 12, 13, 14, 15, 16) in the blank. (The numbers from 17 on are regular and will be practiced later.)

1. Ena _____ sez dan lasal-manzé.
2. Missié Singh éna _____ rroupi.
3. Mo frer éna _____ an.
4. Mo issi depi _____ semenn.
5. Ena _____ créyon dan enn douzenn.
(a dozen)
6. Mo éna _____ cousin.
(male cousin)
7. Ena _____ zélev dan class.
8. Ena _____ mil antt Curepipe ec Port Louis.
9. Li éna _____ ti-zanfan.
(grandchildren)
10. _____ enn niméro bonér.
(lucky number)
11. Le-_____ marss laniversér fett lindépandanss.
(The ____th of March is the anniversary of the Independence of Mauritius.)

The hours of the day are said as follows (listen as your teacher reads them):

enn-er	1:00
<u>s</u> ink-er	5:00
sett-er	7:00
witt-er	8:00
<u>on</u> z-er	11:00

fold here

1. Ena trez sez dan lasal-manzé.
2. Missié Singh éna katorz rroupi.
3. Mo frer éna sez an.
4. Mo issi depi onz semenn.
5. Ena douz créyon dan enn douzenn.
6. Mo éna onz cousin.
7. Ena katorz zélev dan class.
8. Ena kinz mil antt Curepipe ec Port Louis.
9. Li éna sez ti-zanfan.
10. Trez enn niméro bonér.
11. Le-douz marss laniversér fett lindépandanss.

Indicate which of these times is given by your teacher.

- | | | | |
|-----|------|-------|------|
| 12. | 1:00 | 5:00 | 7:00 |
| 13. | 1:00 | 5:00 | 7:00 |
| 14. | 8:00 | 11:00 | 7:00 |
| 15. | 8:00 | 11:00 | 5:00 |
| 16. | 1:00 | 11:00 | |
| 17. | 1:00 | 11:00 | |

- | | |
|-----|-----------------|
| 12. | <u>S</u> ink-er |
| 13. | Sett-er |
| 14. | <u>O</u> nz-er |
| 15. | Witt-er |
| 16. | Enn-er |
| 17. | <u>O</u> nz-er |

Listen as your teacher reads the following times:

- | | |
|-----------------------------|-------|
| enn-er <u>s</u> ink | 1:05 |
| enn-er diss | 1:10 |
| enn-er <u>k</u> inz | 1:15 |
| witt-er <u>s</u> ink | 8:05 |
| witt-er diss | 8:10 |
| witt-er <u>k</u> inz | 8:15 |
| <u>o</u> nz-er <u>k</u> inz | 11:15 |
| <u>s</u> ink-er diss | 5:10 |
| sett-er <u>s</u> ink | 7:05 |

Indicate which of these times is given by your teacher.

- | | | | |
|-----|------|-------|-------|
| 18. | 1:05 | 8:10 | 11:15 |
| 19. | 1:10 | 8:15 | 11:05 |
| 20. | 1:15 | 11:05 | 1:10 |
| 21. | 8:05 | 11:10 | 8:15 |
| 22. | 5:15 | 7:15 | 7:10 |
| 23. | 5:10 | 7:15 | 7:05 |

- | | |
|-----|-----------------------------|
| 18. | <u>O</u> nz-er <u>k</u> inz |
| 19. | <u>O</u> nz-er <u>s</u> ink |
| 20. | Enn-er <u>k</u> inz |
| 21. | Witt-er <u>s</u> ink |
| 22. | Sett-er diss |
| 23. | <u>S</u> ink-er diss |

Listen as your teacher reads the following numbers and hours of the day.

- | | | | |
|------|------|----------|---------|
| dé | (2) | dez-er | (2:00) |
| trwa | (3) | trwaz-er | (3:00) |
| siss | (6) | siz-er | (6:00) |
| diss | (10) | diz-er | (10:00) |
| nef | (9) | nev-er | (9:00) |
| katt | (4) | katr-er | (4:00) |

fold here

Write the time (2:00, 3:00, etc.)
which occurs in the sentences below.

- 24. Mo lévé _____.
- 25. Mo dormi _____.
- 26. Mo zoué football _____.
- 27. Mo al lécol ver (about) _____.
- 28. Mo aprann ziska (until) _____.
- 29. Ier mo ti zoué cartt ziska _____.

-----fold here-----

- 24. Mo lévé siz-er.
- 25. Mo dormi diz-er.
- 26. Mo zoué football katr-er.
- 27. Mo al lécol ver dez-er.
- 28. Mo aprann ziska trwaz-er.
- 29. Ier mo ti zoué cartt ziska.
nev-er.

Handout - 2

Listen carefully for the number of items mentioned in each of the sentences below, and write the number (20, 30, 40 50 60; 25, 35, 45, 55, 65) in the blank.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Mo finn pey _____ sou.
(I paid _____ cents.) 2. Mo finn perdi _____ sou.
(lost) 3. Mo finn trouv _____ sou.
(found) 4. Mo <u>mank</u> ziss _____ sou pou al <u>an-vil</u>.
(I lack just _____ cents to go to town.) 5. <u>Kan</u> mo gagn _____ <u>an</u>, mo pou fer mo laniverser.
(When I reach _____, I will celebrate my coming of age.) 6. Donn mwa _____ sou.
(Give me _____ cents.) 7. Enn paké biskwi 'Marie' coult _____ sou.
(A package of Marie cookies costs _____ cents.) 8. Enn paké sigarett coult _____ sou. 9. Prett mwa _____ sou ar twa.
(Lend me _____ cents.) 10. Enn sopinn coca-cola coult _____ sou.
(A 'half-bottle' of coca-cola costs _____ cents.) | <ol style="list-style-type: none"> 1. Mo finn pey 60 sou. 2. Mo finn perdi 30 sou. 3. Mo finn trouv 40 sou. 4. Mo <u>mank</u> ziss 50 sou pou al <u>an-vil</u>. 5. <u>Kan</u> mo gagn 20 <u>an</u>, mo pou fer mo laniverser. 6. Donn mwa 55 sou. 7. Enn paké biskwi 'Marie' coult 35 sou. 8. Enn paké sigarett coult 45 sou. 9. Prett mwa 65 sou ar twa. 10. Enn sopinn coca-cola coult 25 sou. |
|---|--|

Listen as your teacher reads the following times:

siz-er <u>vin</u>	6:20
siz-er m <u>win</u> <u>vin</u>	5:40
siz-er <u>vin</u> - <u>sink</u>	6:25
siz-er m <u>win</u> <u>vin</u> - <u>sink</u>	5:35
siz-er <u>trantt</u>	6:30

Indicate which of the times is given by your teacher.

11. 6:20	7:20	5:40
12. 6:20	7:20	6:40
13. 7:20	7:25	6:25
14. 7:05	7:25	6:55
15. 7:10	7:30	6:30
16. 7:05	7:35	6:35
17. 6:30	10:30	10:10
18. 12:20	11:40	12:40
19. 12:20	12:25	11:35
20. 12:20	12:25	11:40

Listen carefully as your teacher reads the following numbers:

21	<u>vin</u> tt-é-enn
31	tr <u>an</u> tt-é-enn
42	kar <u>an</u> (tt)-dé
52	s <u>in</u> k <u>an</u> (tt)-dé
63	swass <u>an</u> (tt)-trwa
64	swass <u>an</u> (tt)-katt
66	swass <u>an</u> (tt)-siss
17	diss-sett
18	diz-witt
19	diz-nef

(Numbers from 70 to 99 are somewhat more complicated and will be taught later.)

fold here

11.	Sett-er <u>vin</u>
12.	Sett-er m <u>win</u> <u>vin</u>
13.	Sett-er <u>vin</u> (tt)- <u>sink</u>
14.	Sett-er m <u>win</u> <u>sink</u>
15.	Sett-er <u>trantt</u>
16.	Sett-er m <u>win</u> <u>vin</u> (tt)- <u>sink</u>
17.	Diz-er <u>trantt</u>
18.	Midi <u>vin</u>
19.	Midi <u>vin</u> (tt)- <u>sink</u>
20.	Midi m <u>win</u> <u>vin</u>

Indicate the number given by
your teacher.

21.	21	41	47
22.	24	34	44
23.	22	52	25
24.	22	26	32
25.	33	36	43
26.	19	49	69
27.	55	57	67
28.	36	38	46
29.	18	26	28
30.	36	46	66
31.	17	18	28
32.	17	18	29

-----fold here-----

21.	kar <u>an</u> tt-é-enn	41
22.	kar <u>an</u> (tt)-katt	44
23.	s <u>in</u> kan(tt)-dé	52
24.	v <u>in</u> (tt)-dé	22
25.	tr <u>an</u> (tt)-trwa	33
26.	swass <u>an</u> tt-nef	69
27.	s <u>in</u> kan(tt)-sett	57
28.	tr <u>an</u> (tt)-siss	36
29.	v <u>in</u> tt-witt	28
30.	swass <u>an</u> (tt)-siss	66
31.	diss-sett	17
32.	diz-witt	18

Handout - 3

As your teacher reads the following,
note how the counting system in Creole
(based on French) works for the numbers
from 70 to 99:

- 60 swassantt
69 swassantt-nef
70 swassann-diss (lit: 60 + 10)
71 swassann-onz (lit: 60 + 11)
72 swassann-douz (lit: 60 + 12)
73 swassann-trez (lit: 60 + 13)

etc.

- 80 katrovin (lit: 4 x 20)
81 katrovin-enn (lit: 4 x 20 + 1)
82 katrovin-dé (lit: 4 x 20 + 2)
83 katrovin-trwa (lit: 4 x 20 + 3)

etc.

- 90 katrovin-diss (lit: 4 x 20 + 10)
91 katrovin-onz (lit: 4 x 20 + 11)

etc.

- 98 katrovin-diz-witt (lit: 4 x 20 + 18)
99 katrovin-diz-nef (lit: 4 x 20 + 19)

Indicate the number given by your
teacher.

- | | | | |
|-----|----|----|----|
| 1. | 60 | 70 | 10 |
| 2. | 60 | 72 | 12 |
| 3. | 15 | 60 | 75 |
| 4. | 66 | 76 | 16 |
| 5. | 66 | 76 | 16 |
| 6. | 68 | 78 | 18 |
| 7. | 60 | 61 | 71 |
| 8. | 60 | 61 | 71 |
| 9. | 4 | 20 | 80 |
| 10. | 80 | 85 | 95 |

-----fold here-----

- | | |
|-----|--------------------------------|
| 1. | swassann-diss |
| 2. | swassann-douz |
| 3. | swassann- <u>kinz</u> |
| 4. | swassann-sez |
| 5. | swassann-siss |
| 6. | swassann-diz-witt |
| 7. | swassann- <u>onz</u> |
| 8. | swass <u>an</u> tt-é-enn |
| 9. | katro <u>vin</u> |
| 10. | katro <u>vin</u> - <u>sink</u> |

11.	80	85	95
12.	90	80	70
13.	80	83	93
14.	80	83	93
15.	96	93	86
16.	19	89	99
17.	84	94	14
18.	64	94	74

11.	katrovin ₁ -kinz
12.	katrovin-diss
13.	katrovin-trwa
14.	katrovin-trez
15.	katrovin-sez
16.	katrovin-diss-nef
17.	katrovin-katorz
18.	swassann-katorz

Handout - 4

Listen as your teacher reads the following numbers:

100	<u>san</u>
200	dé- <u>san</u>
300	trwa- <u>san</u>
400	katt- <u>san</u>
500	s <u>ink</u> - <u>san</u>
1000	mil

Indicate the number given by your teacher.

1.	100	4	400
2.	105	500	600
3.	200	102	600
4.	100	500	1000
5.	100	500	1000
6.	60	600	800
7.	900	109	800
8.	700	800	900
9.	700	800	900

1.	katt- <u>san</u>
2.	s <u>ink</u> - <u>san</u>
3.	dé- <u>san</u>
4.	<u>san</u>
5.	mil
6.	siss- <u>san</u>
7.	nef- <u>san</u>
8.	witt- <u>san</u>
9.	sett- <u>san</u>

Listen as your teacher reads the following numbers.

100	<u>san</u>
101	<u>san</u> -enn
102	<u>san</u> -dé
112	<u>san</u> -douz
120	<u>san</u> - <u>vin</u>
200	dé- <u>san</u>
202	dé- <u>san</u> -dé
220	dé- <u>san</u> - <u>vin</u>
360	trwa- <u>san</u> -swassantt
370	trwa- <u>san</u> -swassann-diss
380	trwa- <u>san</u> katro <u>vin</u>
919	nef- <u>san</u> -diz-nef

fold here

Indicate the number given by your teacher:

10.	100	102	200
11.	2	102	200
12.	200	203	300
13.	12	102	112
14.	17	77	117
15.	41	400	401
16.	41	440	441
17.	900	919	119
18.	52	502	552
19.	600	660	666
20.	1002	1200	2000
21.	1002	1200	2000
22.	1002	1200	2200

fold here

10.	<u>san</u> -dé
11.	dé- <u>san</u>
12.	dé- <u>san</u> -trwa
13.	<u>san</u> -douz
14.	<u>san</u> -diss-sett
15.	katt- <u>san</u> -enn
16.	katt- <u>san</u> -kar <u>ant</u> t-é-enn
17.	nef- <u>san</u> -diz-nef
18.	<u>sink</u> - <u>san</u> -dé
19.	siss- <u>san</u> -swass <u>an</u> (tt)-siss
20.	mil-dé
21.	dé-mil
22.	mil-dé- <u>san</u>

Lesson 16X Please open the window.

C-1

Briefly review Lesson 16. Then introduce the use of at least three of the following with 'ouver' and 'ferm': bwatt (box), lanvlop (envelop), sac (bag), valiz (suitcase), portt-moné (wallet).

- T: Sa enn [bwatt].
 (To S₁) Ouvér sa [bwatt] la, si-ou-plé.
- S₁: (Performs the action.)
- T: Ki ou finn ouvér?
- S₁: Mo finn ouvér sa [bwatt] la.
- T: Ferm sa [bwatt] la, si-ou-plé.
- S₁: (Performs the action.)
- T: (To S₂) Ki li finn fer?
- S₂: Li finn ferm sa [bwatt] la.

C-2

Ask individual students to take off and then put on at least four of the following: palto (jacket), trico (sweater), soulié (shoe), cravatt (tie), linett (glasses), montt (watch), bag (ring), braslé (bracelet).

- T: Tir ou [palto] (pointing to the object), si-ou-plé.
- S: (Performs the action.)
- * *
- T: Mett ou [palto], si-ou-plé.
- S: (Performs the action.)

Drill - 1

Use this and the following drills to teach students how to respond negatively to commands.

Teacher

Tir ou montt, si-ou-plé.
 ----- [], si-ou-plé.

*

*

Mett ou montt, si-ou-plé.
 ----- [] si-ou-plé.

Response

Mo p'éna montt.
 ----- [].

*

Mo p'éna montt.
 ----- [].

Drill - 2Teacher

Tir ou soulié, si-ou-plé.
 ----- [], si-ou-plé.

*

*

Mett ou cravatt, si-ou-plé.
 ----- [], si-ou-plé.

Response

Non! Mo pa lé tir mo soulié.
 ---! ----- [].

*

Non! Mo pa lé mett mo cravatt.
 ---! ----- [].

Drill - 3Teacher

Tir ou soulié, si-ou-plé.
 Mett ou cravatt, si-ou-plé.
 Ouvér lafnett, si-ou-plé.
 Ferm laportt, si-ou-plé.
 [], si-ou-plé.

Response

Non! Mo pa lé fer sa.
 ---! -----.
 ---! -----.
 ---! -----.
 ---! -----.

Drill - 4Teacher

Ouvér lafnett, si-ou-plé.

Ferm laportt, si-ou-plé.

[], si-ou-plé.

Response

Mo pa capav.

-----.

-----.

C-3

T: [Tir] ou [palto].

S₁: (Performs the action.)

T: Ki li [pé] fer?

S₂: Li [pé] [tir] so [palto].C-4

Check on students' comprehension of the new vocabulary introduced above in C-1 and C-2.

T: Montré mwa [enn bwatt].

S: (Points to the object requested.)

C-5

Check on students' learning of the new vocabulary introduced in C-1 and C-2.

T: Ki été sa?

S: Enn [bwatt] sa.

C-6

Teach the meanings of 'alim' (light, turn on) and 'tegn' (extinguish, turn off) by having students perform the actions with a candle (labouzi) and the room lights (lalimiér):

Alim labouzi.

Light the candle.

Alim lalimiér.

Turn on the light.

Tegn labouzi.

Extinguish the candle.

Tegn lalimiér.

Turn off the light.

As there is opportunity and time, demonstrate the use of these two verbs (alim, tegn) with any of the following: lalamp (lamp; camping stove), sigarett (cigarette), pip (pipe), difé (fire).

C-7

Tell students to take (pran) a number of familiar objects from the table and tell them to put (mett) these objects on the table, or some other place:

Pran [labouzi] lor [latab].

Mett [sigarett] lor [latab].

Ask such questions as:

Ki ou [pé] fer?

Ki li [finn] fer?

Ki li [finn] mett lor [latab]?

Ki li [pé] pran lor [latab]?

Ki [pé] mett [labouzi] lor [latab]?

C-8

Ask students to give (donn) you (or somebody else) a number of familiar objects:

Donn [mwa] [ou montt].

Give me your watch.

Donn [Robert] [sa liv la].

Give Robert this book.

Ask them to take these or other familiar objects:

Pran [mo liv].

Take my book.

Ask them to return the objects you gave them:

Rann [mo liv].

Rann [Paul] [so liv].

Ask questions, such as in C-7, about these activities.

C-9

Tell students to write (écrire) and erase (effacer) their names and those of their classmates:

Al lor tablo, écrire ou non.

-----, écrire non [Robert].

-- -----, effacer ou non.

-----, effacer non [Robert].

Ask questions such as:

Ki ou [pou] fer?

Ki ou [pou] écrire?

Ki [finn] effacer non [Robert]?

C-10

Review C-1, C-6, C-7, and C-8.

Al [ouvé] lafnett.

Al [ferm] laportt.

Al [alim] lalumiér.

Al pran [labouzi] lor latat.

Al mett [sigarett] lor latat.

Al donn [Robert] [ou liv].

Al rann [Paul] [so liv].

Al [écrire] [ou non].

C-11

T: (After pulling open a student's shoestring)
Atass ou soulié.

Tie your shoe.

(As student performs the action)
Li pé atass so soulié.
Ki li pé fer?

S₂: Li pé atass so soulié.

Untie your shoe.

T: (To S₁) Larg ou soulié.

(To S₂) Ki li pé fer?

S₂: Li pé larg so soulié.

Also demonstrate the use of 'sintir' (belt) with 'larg' and 'atass'.

C-12

Review the new vocabulary (and any old vocabulary that students have difficulty remembering.

T: , Montré mwa enn [labouzi].

S: Sa enn [labouzi].

C-13

Repeat some of the C-phases above, using the polite imperative:

Eski ou capav [alim lalimiér],	Would you please [turn on
si-ou-plé?	the light]?

In your conversations with students, both in and out of class, be sure to use the polite imperative and the familiar imperative (alim labouzi) in accord with the social demands of the situation.

C-14

T: [Robert], dir [enn ou camarad]
[tir so palto].

[Robert], tell [one of your friends]
[to take off his jacket].

S₁: [Paul], [tir to palto].

T: Ki ou pou fer, [Paul]?

S₂: Mo pou [tir mo palto].

*

*

T: [Marie], dimann [Paul] ki li pé fer?

S₃: [Paul], ki to pé fer?

S₂: Mo pé [tir mo palto].

Use at least six other imperatives introduced in the earlier part of this lesson.

C-15

T: [Robert], dir [Paul] donn ou so
[créyon].

S₁: [Paul], donn mwa to [créyon].

S₂: (Performs the action.)

Or: Mo p'éna enn [créyon].

*

*

T: Ki ou finn fer, [Paul]?

S₂: Mo finn donn [Robert] mo [créyon].

C-16

T: Eski ou éna enn [pegn]?

S: Wi.

T: [Pegn] [ou latett].

Repeat C-16 using several of the following:

balié (broom)

bross (brush)

liv (book)

lacré (chalk)

sizo (scissors)

ver (glass)

tass (cup)

savon (soap)

balié lasamm (sweep the room)

bross ou lédan (brush your teeth)

lir ou liv (read your book)

écrire ou non lor tablo

coup papié

bwar dilo

bwar café

lav ec li

Drill -5Teacher

Fer tro so. (Ki mo capav fer?)

----- (-----?)

----- (-----?)

*

*

Fer tro fré. (Ki mo capav fer?)

----- (-----?)

----- (-----?)

*

*

Fer tro nwar. ' . It's too dark.

Mo pa capav dormi.

Mo gagn fin.

Mo gagn swaf.

Sa lasamm la bien
sal.Mo calson éna My pants are dusty.
lapoussiér.Response

Ouvér lafnett.

Tir ou palto.

Tir ou [].

*

Ferm laportt.

Mett ou trico.

Mett ou [].

*

Alim lalimiér.

Tegn lalimiér.

Manz in-pé.Bwar in-pé dilo.

Balié li.

Sweep it.

Bross li.

Brush them.

Drill - 6Teacher

Fer tro so.

Fer tro fré.

Fer tro nwar.

Ena tro boucou divan.

Mo latett fer mal.

Mo gagn somey.

Mo lé al Maurice.

ResponseFodé ouvér lafnett. You need (lit: it's necessary)
to open the window.

Fodé ferm laportt.

Fodé alim lalimiér.

Fodé ferm laportt.

Fodé bwar aspirinn.

Fodé al dormi.

Fodé aprann créol.

Both in and out of class watch for opportunities to give commands to students; use the courteous forms (unless the situation calls for a direct imperative):

Eski ou/zott capav [alim lalimiér], si-ou/zott plé?

Practice this form of the imperative with students and encourage them to use it outside of class.

Lesson 17X Have you heard what's happened?

Drill - 1TeacherResponseTeacher

Mo coz créol.

Ki lott lang ou cozé?
(What other languages
do you speak?)Mo coz fransé ec anglé oussi.Mo compran in-pé tamil.
(I understand a little
Tamil.)Ki lott lang ou compran?Mo compran in-pé hindi oussi.Missié Singh montré créol.Ki lott lang li montré?Li montré fransé oussi.

*

*

*

Ena enn tass lor lat**ab**.Ki lott kiksoz éna lor
lat**ab**?Ena enn bout**ey** oussi.Ena enn [] dan [].Ki lott kiksoz éna dan
[]?

Ena enn [] oussi.

*

*

*

Mo gett télé**vision** dan
sal**on**.Ki lott kiksoz ou fer dan
sal**on**?Mo écou**tt** lamizik oussi.Mo [] dan [].Ki lott kiksoz ou fer dan
[]?Mo écou**tt** [] oussi.

*

*

*

Mo ti al an-vil ier.

Ki lott kiksoz ou ti fer?

Mo ti al siné**ma**.Mo pou lav linz dimin.

Ki lott kiksoz ou pou fer?

Mo pou écri**r** mo fami.

*

*

*

Mo ti al laboutik ier.

Ki lott landrwa ou ti alé?

Mo ti al bazar.

*

*

*

Missié Singh dan sal**on**.

Ki lott dimoun la-ba?

Mamzel Labonne.

C-1T: Mo éna enn [liv] issi.
Ki éna dan mo lott lamin?

S: [Enn zournal.]

Dialog - 1

S: [Missié Leblanc], eski dimoun coz boucou diféran lang Maurice?

T: Wi, mé preské tou dimoun conn coz créol.

S: Mé ki lott lang zott cozé?

T: Ena boucou ki compran anglé ec fransé, parski sa dé lang la montré dan tou lécol.

S: Ki lang servi dan radio ec télévizio?

T: Fransé ec anglé é parfwa créol. Ena oussi programm dan lang oriental, sirtou hindi, mé dan radio zott servi oussi sinwa ec tamil.

S: K' issi sa tamil?

T: Sa enn lang ki sorti lésid l'Inde. Ena morissien ki coz sa lang la lacaz, é éna ki aprann li dan lécol.

[Mr. Leblanc], do people speak many different languages in Mauritius?

Yes, but almost everyone can (lit: knows how to) speak Creole.

But what other languages do they speak?

There are many who understand English and French, because those two languages are taught in all schools.

What languages are used in radio and television?

French and English and sometimes Creole. There are also programs in oriental languages, especially Hindi, but on the radio they also use Chinese and Tamil.

What's Tamil?

It's a language of southern India. There are Mauritians who speak it at home, and there are those who study it in school.

Drill - 2Teacher

Ki zouti ou servi pou coup papié?

Ki zouti ou servi pou razé?

Ki zouti ou servi pou []?

*

*

*

Ki lang servi dan télévizio?

Ki lang servi dan lagazett?

Ki lang servi dan bazar?

Ki lang servi dan lécol?

Response

Enn sizo.

Enn razwar.

Enn [].

Fransé ec anglé é parfwa créol.

Fransé ec anglé é parfwa créol.

Créol é parfwa fransé, tamil, ec hindi.

Fransé ec anglé.

Dialog - 2

LL: Eski ou conn [Missié Bala]?

M: Wi, mo conn li. Li enn professér.

LL: Ki li montré?

M: Li montré anglé.

LL: Ki lott sizé li montré?

M: Li montré zéografi, fizik, ec
matématik oussi.

What other subjects does he teach?

He teaches geography, physics and
mathematics, too.

Also use: sianss (science), istwar (history), art.

Drill - 3Teacher

Eski li finn sorti dépi long tan?

Has he been gone a long time (lit: is it a
long time since he left)?

Eski li finn al laboutik dépi long tan?

Eski li finn vini dépi long tan?

Eski li finn manzé dépi long tan?

Eski ou finn gagn sa dépi long tan?

Have you had that a long time?

Response

Non, li fec sorti.

No, he just left.

Non, li fec alé.

Non, li fec vini.

Non, li fec manzé.

Non, mo fec gagn sa.

*

*

*

Teacher

Eski ou fimé dépi long tan?

Eski ou aprann créol dépi long tan?

*

*

*

Response

Non, mo fec coumansé.

Non, mo fec coumansé.

Eski ou pé espér mwa dépi long tan?

Eski li finn malad dépi long tan?

Non, mo fec vini.

Non, li fec tomm malad.

No, he just got
sick (lit: fell ill)

Drill - 4Teacher

Dépi kan Robert finn sorti?
 Dépi kan [] finn []?
 Dépi kan class finn coumansé?
 Dépi kan [] finn []?
 Dépi kan Anne malad?
 Dépi kan [] []?

*

Dépi kan ou finn coumanss aprann créol?
 Dépi kan ou'nn vinn issi?
 Dépi dan ou'nn kitt liniversité?

Response

Ena sink minitt.
 Ena [] minitt.
 Ena dez-er tan.
 Ena []-er tan.
 Ena trwa zour.
 Ena [] zour.

*

Ena sink sémenn.
 Ena dé mwa.
 Ena trwaz an.

C-2

T: Acott [Robert]?

S: Li'nn sorti.

T: Dépi kan li'nn sorti?

When did he leave (lit: since when has he been gone)?

S: Fec la.

Just now..

Or: Dépi long tan.

Or: Dépi enn-er tan.

Or: Dépi nev-er.

Or: Ena dé minitt.

Two minutes ago (lit: there are two minutes).

C-3

T: Eski ou éna sa dépi long tan?

Or: Kan ou finn gagn sa?

Or: Dépi kan ou finn gagn sa?

S: Mo fec asté sa [granmatin].

C-4

T: Ou capav al [laboutik] enn cou?

Can you go to the [store] a minute?

S: Mo ti fec al [laboutik].

I just went to the [store].

Dialog - 3

T: Comien [créyon] ou éna?

S: Mo éna enn sel.

T: Iér ou ti éna dé. Acott lott la?

S: Mo ti less li [lor latab], mé
zordi mo pa finn trouv li.

T: Astér ou bizin rod li?

S: Wi, mé mo crwar [li'nn perdi].

T: Ena enn [créyon] dan sa [bwatt]
la. Gété si li pou twa sa.

S: Wi, li pou mwa. Kitfwa kikenn
fec mett li la-ba.

I have only one.

Yesterday you had two. Where is the
other one?

I left it on the table, but today I
couldn't find (lit: haven't found) it.

Now you have to look for it?

Yes, but I think [it's lost].

There is a [pencil] in that [box].
Look and see if it's yours.

Yes, it's mine. Perhaps someone put
it there.

C-5

S₁: Eski ou bizin enn [créyon].

T: Non, mo pa bizin.

(To S₂) Eski ou capav pass mwa
enn [créyon], si-ou-plé?

S₁: Ou finn fec dir mwa ou pa bizin
enn [créyon].

Also ask: Eski ou fimé? Eski ou bwar?

To the student: 'Finn fec' is somewhat more emphatic than 'fec' by
itself. 'Fec-fec' and 'finn fec-fec' are also used for emphasis.

C-6

Teach students the question and have them ask you about several of
the following: bag (ring), montt (watch), colié (necklace), lasenn
(chain), zano (earring), cravatt (tie), liv, zournal, révi (comic book).

S: Cott ou finn gagn sa [braslé] la?

Where did you get (lit: have you
gotten) that [bracelet]?

T: [Mo'nn gagn sa cado pou mo
laniversér].

[I got that (as a) gift for my
birthday].

Drill - 5Teacher

Eski ou finn paré? Are you (lit: have you
gotten) ready?
----- manzé? Have you eaten?
----- lir
lagazett?
----- []?

Response 1

Wi, mo finn paré.
--, ----- manzé.
--, ----- lir lagazett.
--, ----- [].

Response 2

Non, mo p'ancor paré. No, I'm not (lit: haven't gotten) ready yet.
---, ----- manzé. No, I haven't eaten yet.
---, ----- lir
lagazett.
---, ----- [].

Drill - 6Teacher

Eski ou finn déza fer travail Have you already worked
professér? (lit: done the work of)
a teacher?

[]?

Response 1

Wi, mo finn déza fer
travail professér.
---, -----
----- [].

*

*

*

Eski ou finn déza écrire enn liv?

Wi, mo finn déza écrire
enn liv.

Response 2

Non, zamé mo pa finn fer No, I've never worked as a teacher.
travail professér.
---, -----
----- [].

*

Non, zamé mo pa finn écrire enn liv.

Drill - 7Teacher

Ki ou fer toulézour?
 Ki ou fer apré class?
 Ki ou fer tou-lé-aswar?
 Ki ou fer tou-lé samdi?
 Ki ou fer tou-lé dimanss?

Response

Mo nec aprann créol. Mo pa fer okenn lott kiksoz.
 Mo nec al laplaz. -----
 Mo nec gett télévizion. -----
 Mo nec al an-vil. -----
 Mo nec lir lagazett ec répozé. -----

I just study Creole. I don't do anything else.

C-7

Situation: A language learner asks a Mauritian about the kind of work he or she does.

LL: Ki travay ou fer?

M: Mo nec [cwi manzé]. Mo pa fer okenn lott kiksoz.

Some other answers:

Mo nec vey zanfan.

I only look after children.

Mo nec tipé.

I only type.

Drill - 8

<u>Teacher</u>	<u>Response</u>	<u>Teacher</u>
Ena enn crèyon lor latab.	Ki éna <u>ancor</u> lor latab? What else is there on the table?	Ena enn lareg oussi.
Ena enn cayé <u>dan</u> sac.	Ki éna <u>ancor dan</u> sac?	Ena enn liv oussi.
Mo éna enn lacré <u>dan</u> mo lamin.	Ki ou éna <u>ancor dan</u> ou lamin?	Mo éna enn mouswar oussi. I have a handkerchief, too.

C-8

T: Eski ou lé <u>ancor</u> (<u>in-pé</u>) [dité]?	Would you like (a little) more [tea]?
S: Wi, donn mwa <u>ancor</u> , si-ou-plé.	Yes, please give me more.
Or: <u>Non</u> , mersi.	
Or: <u>Non</u> , mo pa lé <u>ancor</u> .	

C-9

T: Ou'nn <u>tandé</u> ki'nn arivé?	Have you heard what happened?
S: Ki été?	What is it?
Or: Ki finn arivé?	What's happened?
T: Lapoliss finn atrap [Paul]. Li finn sou.	The police arrested [Paul]. He was drunk.

C-10

T: Ou'nn <u>tandé</u> ki [Gaston] 'inn fer?	Have you heard what [Gaston] has done?
S: Ki été?	
Or: Ki li finn fer?	
T: Li finn cokin <u>dan</u> Magazin Soobhan.	He stole (something) in Soobhan's Department Store.

C-11

T: Ou'nn tandé ki'nn passé?

Have you heard what has happened?

S: Non, mo pa finn tandé.
Ki finn passé?

T: Zott finn defonss labank
Barclays.

They broke into Barclays' Bank.

C-12

T: Ou'nn tann sa nouvel la?

Have you heard the news?

S: Non, mo pa finn tandé.
Ki nouvel?

T: [Zarina] ec [ti-Georges] pou
marié dimin.

[Zarina] and ['Little George']
are getting married tomorrow.

C-13

T: Ou'nn tann sa acsidan la?

Have you heard about the accident?

S: Non. Ki acsidan?

T: [Missié Joseph] finn tap loto.
Li finn mor.

[Mr. Joseph's] been hit by a car.
He's dead.

The following can also be used as answers to C-9 to C-13 above:

[Marie] finn kitt so lacaz.

[Marie] has left (her) home.

Li finn batt so [papa].

He's beaten his [father].

[Dé tifi] finn perdi [Souillac].

[Two girls] are lost in [Souillac].

[Gros Alice] finn gagn premié
lo.

['Big Alice'] has won first prize
in the lottery.

Enn biss dimoun finn crazé
[Curepipe].

A bus full of people has crashed
in [Curepipe].

TO THE STUDENT:

'Fec' usually occurs by itself. It may, however, occur with 'finn' (as in C-5), where it adds emphasis to the meaning of 'fec'. It may also occur with 'ti' (as in C-4); note the following sentences as a response to the announcement of somebody's death:

Li ti fec pé coz ar mwa.	He was just talking with me.
Mo ti fec trouv li.	I just saw him.

Lesson 18X Let's go eat.

Drill - 1TeacherEski ou coné couman condir loto?

----- répar loto?

----- fer dipin?

----- tay sévé?

----- montt bisiclett?

----- cwi dal pouri?

Do you know how to ride a bicycle?

Do you know how to cook 'dal pouri'?

Response 1Wi, mo conn condir loto.

--, ----- répar loto.

--, ----- fer dipin.

--, ----- tay sévé.

--, ----- montt bisiclett.

--, ----- cwi dal pouri.

Response 2

Non, mo pa coné.

---, -----.

---, -----.

---, -----.

---, -----.

---, -----.

Drill - 2Teacher

Ki s'enn la ou pé écrire?

----- atann?

----- rodé?

----- aspéré?

----- gété?

----- apélé?

Who are you (who is it that you are) writing to?

Who are you waiting for?

Who are you looking for?

Who are you waiting for?

Response 1

Mo pé écrire [mo ser].

----- atann [mo professér].

----- rod [Marie].

----- asper [].

----- gett [].

----- apel [].

Response 2

Mo pa pé écrire personn. I'm not writing to anyone.

----- atann -----.

----- rod -----.

----- asper -----.

----- gett -----.

----- apel -----.

C-1

S₁: Eski to fimé?

S₂: Non, mo pa fimé.

Or: Wi, mo fimé.

* *

S₁: Eski ou fim pip?

S₂: Non, mo pa fim pip. Mo fim
sigarett selman.

Or: Wi, mo fim pip ec sigarett oussi.

Or: Wi, mo fim pip, mé pa souvan.

C-2

S₁: Pran enn sigarett.

S₂: Mersi.

Or: Non mersi. Mo fec fimé.

Or: Non mersi. Mo pa fimé.

Or: Non mersi. Mo'nn arett fimé.

No thank you. I've stopped smoking

Or: Non mersi. Doctér finn ampess
mwa fimé.

No thank you. The doctor told me
not (lit: has forbidden me) to smoke

Have students learn to offer some other things using the following sentences (bring some of these items to class, if you wish):

Pran in-pé [pistass].

Take some [peanuts].

Pran dé, trwa [pistass].

Take some (lit: two or three)
[peanuts].

Pran enn [gato].

Take some [cake].

Manz enn [zoranz].

Eat an [orange].

Goutt enn [zoranz].

Taste an [orange].

Eski ou lé in-pé [pistass]?

Do you want some [peanuts]?

Eski ou lé enn [banann]?

C-3

- S₁: Pass mwa enn [sigarett]. Pass me a [cigarette].
 Or: Donn mwa enn [sigarett] ar twa. Give me a [cigarette] (from you).
 Or: Eski ou éna (enn) [sigarett]?
 Or: Pa gagn enn [sigarett] ar twa? Can (I) get a [cigarette] from you?
 Or: Prett mwa enn [sigarett] ar twa. Lend me a [cigarette].
- S₂: Ala.
 Or: Mo p'éna ar mwa. I don't have (any) with me.
 Or: Mo fec fim mo dernié [sigarett]. I just smoked my last [cigarette].
 Or: Mo éna enn tou sel. I just have one (left).
 Or: Mo bien sagrin, mo pa fimé. I'm very sorry, I don't smoke.
 Or: Mo pa marss ec [sigarett]. I don't carry [cigarettes] with me (lit: walk with [cigarettes]).

Drill - 3Teacher

Finn ler pou al lécol.

It's time to go to school.

Finn ler pou al manzé.

Lacloss finn soné.

The bell's rung.

Midi finn soné.

It's noon (lit: noon has sounded).

Katr-er (4:00) finn soné.

Class finn fini.

Travay finn fini.

Response

Anou alé.

Let's go.

Anou alé.

Anou al dan class.

Anou al manz nou ti-fin.

Let's go eat our (bag) lunch.

Anou al répozé.

Anou al zoué.

Anou al lacaz.

C-4

S₁: [Finn ler pou al lécol].
Anou alé.

S₂: Dacor. (Anou do.)

Or: Wi, dégazé. Anou alé.

Or: Al touzour, mo vini.

Or: Mo pa contan al lécol.

Or: Mo pou al in-pé an rétar.

Or: Mo pa pou al ar twa.

Or: Mo pou aspér [Robert].

O.K. (Let's (go) then).

Yes, hurry. Let's go.

Go on ahead. I'm coming.

I don't like to go to school.

I'm going to be a little late.

I won't go with you.

I'll wait for [Robert].

Dialog - 1

S₁: [Paul], anou al manzé.
[Lacloss finn soné].

S₂: Mo pa fin astér. Aspér pli tar.

S₁: To coné, mwa mo fin mwa. Mo
pa capav aspéré.

S₂: Bon, al touzour. Talér mo vini.

I'm not hungry now. Wait a while (lit: later).

You know, me I'm hungry. I can't wait.

Okay, go on ahead. I'll come soon.

Drill - 4Teacher

Ki nou capav fer astér?

----- apré class?

----- tanto?

----- aswar?

----- samdi?

Response

Anou zoué cartt.

---- al zoué football.

---- al an-vil.

---- al sinéma.

---- al bor-lamér.

Dialog - 2

S₁: [Robert], ki to pou fer [tanto]?

S₂: Narien.

S₁: Anou [al bor-lamér] do [matlo].

S₂: Wé, sa enn bon lidé sa, an plass
mo pa pou fer narien mem.

S₁: Nou capav [lapess oussi]?

S₂: Anou alé do [mo frer].

Or: Anou alé do ta.

Let's [go to the seashore] then, [pal].

Yes, that's a good idea, instead of doing nothing.

C-5

LL: Eskiz mwa, acott [laposs] si-ou-plé?

Or: Eski ou capav dir mwa acott [laposs]?

M: Anou. Mo montré ou. Li pou difissil pou ou trouvé.

Or: Anou. Mo pé al la-ba mem-la.

Drill - 5Teacher

[Paul], dimann mwa less ou sorti.

[Paul], ask me to let you leave.

[Marie], dimann mwa less ou sanz plass.

[Marie], ask me to let you change places (seats).

[Robert], dimann mwa less ou passé.

[Anne], dimann mwa less ou al biro.

[Paul], dimann mwa less ou vinn ar mwa.

Response

Less mwa sorti, si-ou-plé.

Less mwa sanz plass, si-ou-plé.

Less mwa passé, si-ou-plé.

Less mwa al biro, si-ou-plé.

Less mwa vinn ar ou, si-ou-plé.

Drill - 6Teacher

Eski ou bizin sorti?

-----sanz plass?

----- []?

Response

Wi, less mwa sorti.

--, ----- sanz plass.

--, ----- [].

C-6

T: Eski ou capav lir sa ki éna lor tablo?

S: Non, mo pa trouv lor tablo.

T: Eski ou lé sanz plass?

S: Wi, less mwa sanz plass, si-ou-plé.

Can you read what's on the blackboard?

No, I can't see (on) the blackboard.

Do you want to change seats?

C-7

- T: [Robert], al serss enn lacré,
si-ou-plé. [Robert], go find a piece of chalk,
please.
- S₁: [Paul], ou pé diboutt dan laportt.
Less mwa passé, si-ou-plé. [Paul], you're standing in the door.
Let me pass, please.
- S₂: Wi, ou capav passé.

C-8

- T: [Paul], ki ou gagné? [Paul], what's wrong with you (lit: what
do you have)?
- S: Mo malad. Mo latett
fer mal. Less mwa sorti,
si-ou-plé]. I'm sick. I have a headache. Let me
leave, please.
- T: Wi. Al répoz ou. Yes. Go rest.

Drill - 7Teacher

Mo éna boucou liv pou améné.
Mo sac bien lour.

I have a lot of books to carry.
My bag's very heavy.

Response

Less mo ed ou.
Less mo donn ou enn coudmin.

I'll (lit: let me) help you.
I'll give you a hand.

C-9

- T: [Paul], dir [Robert] ou éna
boucou liv pou améné.
- S₁: [Mo éna boucou liv pou améné].
- S₂: Less mo ed ou.
- Or: Less mo donn ou enn coudmin.

Drill - 8TeacherResponse

Mo bizin al bazar.

Less mo vinn ar ou.

I'll come with you.

Mo bizin enn lacré.

Less mo al serss enn
pou ou.

I'll go look for one for you.

Mo bizin in-pé disic.

Less mo pass ou.

I need a little sugar.

Mo bizin lesanz pou enn
roupi.

Less mo donn ou.

I need change for a
rupee.Drill - 9TeacherEski ou coné si Robert conn condir loto?

----- conn répar loto?

----- fimé?

----- éna sigarett?

----- finn al lécol zordi?

----- pou zoué football apré class?

----- contan Marie?

----- finn al serss lacré?

----- bizin al acott doctér?

Do you know if Robert needs to go to
the doctor's?ResponseWi, mo coné. Li conn condir loto bien.

----- Li pa conn répar loto.

----- Li fim boucou.

----- Li éna.

----- Li pa finn al lécol zordi. Li malad.

----- Li pou zoué, couman dabitid.

He'll play as usual.

----- Li bien contan Marie.

He really likes Marie.

----- Li fec alé.

----- Li bizin alé. Li malad.

This drill may be continued with further questions of this type, based on vocabulary learned in previous lessons. Help students to give realistic answers if they can't think of good ones themselves.

C-10

T: (Eski) ou coné si [Robert] [conn condir loto]?

S: Wi, mo coné. Li [conn condir loto bien].

Or: Non, mo pa coné.

TO THE STUDENT:

'Anou' (let's) is used to suggest doing something immediately (as in C-4) or to make arrangements for a joint activity at some later time (as in Drill - 4). 'Anou' can also be used as a synonym of 'less' (below) as an offer of assistance:

Anou mo donn ou enn tass dité. Let me give you a cup of tea.

'Less' (allow, permit) is used to request permission (as in C-6), to offer assistance (as in Drill - 7), or as a synonym for 'anou':

Less nou coumanss class astér. Let's begin class now.

Less nou continié.

Less nou alé.

In earlier lessons you learned that most common uses of 'ec/ar':

Association (and, with): Robert ec Paul aprann créol.

Instrument (by means of): Enn dimoun coup papié ec enn sizo.

'Ec/ar' are also used with certain verbs to express the source or destination of the action (from, to, on):

Prett mwa enn sigarett ar twa.

Lend me a cigarette (from you).

Na pa prett (li) larzan ar twa.

Don't loan (him) money (from you).

Na pa prett larzan ec li.

Don't borrow money from him.

Donn mwa enn sigarett ar twa.

Give me a cigarette (from you).

Pa gagn enn sigarett ar twa?

Can't (I) get a cigarette from you?

Na pa vann narien ec li.

Don't sell anything to him.

Na pa asté narien ec li.

Don't buy anything from him.

(cf: Na pa fer comerss ec li. Don't do business with him.)

Na pa diboutt ec latab.

Na pa apiy ec mwa.

Na pa plegn ec mwa.

Na pa plor ec mwa.

Na pa racontt ec mwa.

Na pa rann ec li.

Li costé ec mwa.

Don't lean on the table.

Don't lean on me.

Don't complain to me.

Don't cry to me.

Don't tell me (the story).

Don't return (it) to him.

He is close to me.

Lesson 19X What kinds of sports are there in America?

C-1

M: Ki kalité spor éna dan
l'Amérique?

What kinds of sports are there in
America?

LL: Nou éna pliziér spor. Ena
[baseball, football, basket-
ball, tennis, soccer].

We have many sports. There's [base-
ball, football, basketball, tennis,
soccer].

C-2

M: Ki été 'soccer'?

What's soccer?

LL: Nou apel 'soccer' sa ki zott
apel football. Football enn
lott kalité spor dan l'Amérique.

We call soccer what you call football.
Football's another kind of sport in
America.

C-3

M: Ki mwayen transpor zott éna?

What means of transportation do you have?

LL: Nou éna tou kalité transpor.
Ena [biss, taxi, loto, motosiclett,
trin, avion].

We have all kinds of transportation.
There are [buses, taxis, cars, motor-
cycles, trains, planes].

M: Zott pa montt bisiclett?

You don't ride bicycles?

LL: Wi, éna bisiclett, mé trafic tro
boucou, alor p'éna enn paké
bisiclett.

Yes, there are bicycles, but there's
too much traffic, so there aren't a
lot of bicycles.

C-4

M: Ki kalité clima éna dan
l'Amérique?

What kind of climate is there in
America?

LL: An ivér, dan preské tou
landrwa fer fré terib, é
lanez tombé boucou. An été,
dan tou landrwa fer so, telman
so. Printan ec otonn fer bon.
pa fer ni fré ni so.

In winter it's terribly cold almost
everywhere, and it snows (lit: snow
falls) a lot. In summer it's hot,
very hot everywhere. Spring and fall
are nice; it's neither cold nor hot.

Lesson 20X Do you have 'dal pouri' in America?

Drill - 1

Teacher

K' issi sa fanta?

----- enn tabazi?

----- enn sirdar?

----- pomdamour?

----- alouda?

Response

Li couman zi zoranz.

----- enn ti laboutik.

----- enn sef travay.

----- enn ti tomatt.

Li in-pé couman limonad.

It's like orange juice.

He's a foreman (lit: chief of work).

It's a little like lemonade.

Drill - 2

Teacher

K' issi sa coca-cola?

----- alouda?

----- dal pouri?

----- panié?

----- sossett?

----- []?

Response

Sa enn kiksoz ki ou bwar.

----- manzé.

----- servi pou al bazar.

----- mett dan ou lipié.

----- [].

It's something you use to go to the market.

Drill - 3Teacher

K' issi enn dobi?
 ----- enn sofér?
 ----- []?

Response

Sa kikenn ki lav linz.
 ----- condir biss.
 ----- [].

Drill - 4Teacher

K' issi sa 'enn bazar?
 ----- magazin?
 ----- laboutik?
 ----- -- lafarmassi?
 ----- boulanzri?
 ----- []?

Response

Sa mem landrwa cott vann légim.

That's a place (lit: the same place) where they sell vegetables.

----- latwal.

That's a place where they sell cloth.

----- tou kalité
 kiksoz.

----- medsinn.

----- dipin.

----- [].

C-1

T: Ki zott vandé dan [laboutik]?

Or: Ki vandé dan [laboutik]?

S: Zott vann [tou kalité kiksoz].

C-2

S: Ki diferanss éna antt enn
[zournal] ec enn [lagazett]?

T: Na p'éna okenn diféranss.

There isn't any difference.

Or: P'éna diféranss, toulé-dé parey.

There isn't (any) difference, both are the same.

Or: P'éna diféranss, toulé-dé mem
kiksoz.

Or: P'éna diféranss, toulé-dé mem
dimoun.

Or: Zott parey.

Also have students ask about:

<u>bonbon</u> , <u>pasti</u>	(candy)
<u>panié</u> , <u>corbey</u>	(basket)
<u>tissi</u> , <u>latwal</u>	(cloth)
<u>larzan</u> , <u>lamoné</u>	(money)
<u>medsin</u> , <u>doctér</u>	(docter)
<u>comersan</u> , <u>marsan</u>	(merchant)

Dialog - 1

LL: Ki ou bwar kan ou gagn swaf
dan Maurice?

In Mauritius, what do you drink when you're thirsty?

M: Ena boucou kiksoz ki capav bwar,
mé mwa mo préfér fanta.

There are many things you can drink, but I prefer fanta.

LL: K' issi sa fanta?

M: Li couman zi zoran.

LL: Ki lott kiksoz éna ancor?

M: Ena coca-cola, limonad, pepsy,
alouda.

LL: K' issi alouda?

M: Ou coné, li tro difissil pou
espliké. Ou bizin goutt li.

You know, it's very difficult to explain.
You need to taste it.

Dialog - 2

- LL: Ki ou bwar kan ou gagn swaf?
- M: Ena boucou kiksoz ki ou capav bwar, mé mwa mo préfér fanta.
- LL: Zott dir mwa li bon sa, mé mo p'ancor goutt li.
- M: Ou bizin goutt li enn zour. Li bien, bien bon. Apré sa nou éna coca-cola, limonad, ec oussi alouda.
- LL: Nou éna coca-cola l'Amérique, mé k' issi sa alouda?
- M: Sa li pli bon labwasson fré ki éna dan Maurice, é tou dimoun contan bwar li. Zott mélanz dilé, dilo, disic ec tokmaria.
- LL: Zamé mo'nn tandé sa mo la, tokmaria.
- M: Sa mem ki fer alouda pli bon. Li ti lagrin, kizin mett li trampé. Apré fer alouda. San tokmaria, pa capav fer alouda.
- LL: Mo bizin goutt sa (kan mo al Maurice).

It's the best cold drink that there is in Mauritius, and everyone likes to drink it. They mix milk, water, sugar and tokmaria.

I've never heard that word, 'tokmaria'.

That's what makes alouda so good. It's a little seed (that) you have to soak. Afterwards, you make alouda. Without tokmaria you can't make it.

I have to taste it (when I go to Mauritius).

Drill - 5TeacherResponse

- Ena dal pouri l'Amérique?
- samoussa -----?
- gato piman -----?
- gato patatt -----?
- dipin frir -----?
- [] -----?

- Non, na pa éna dal pouri l'Amérique.
- , ----- samoussa -----.
- , ----- gato piman -----.
- , ----- gato patatt -----.
- , ----- dipin frir -----.
- , ----- [] -----.

C-3

Ask about television, pizza, hot dogs, etc.

S: Ena ['hamburgers'] Maurice?

T: Wi, éna.

Or: Non, p'éna.

C-4

The use of 'capav' in a polite imperative was introduced in Lesson 16:

(Eski) ou capav ouvér lafnett, si-ou-plé?

Introduce the use of 'capav' in the sense of 'be capable of' by asking your students about their abilities as the following:

(Eski) ou capav <u>condir</u> enn loto?	Can you drive a car?
----- <u>aranz</u> enn loto?	Can you repair a car?
----- <u>montt</u> enn bisiclett?	Can you ride a bicycle?
----- <u>tay</u> sévé?	Can you cut hair?
----- <u>tip</u> lett?	
----- <u>cwi manzé indien</u> ?	
----- <u>zoué</u> football?	

C-5

T: Ou [frer] pli vié swa pli zenn ki ou?

Are your [brothers] older or younger than you?

S: Enn [frer] pli vié, lott la pli zenn.

One [brother's] older, the other is younger.

Or: Zott pli [vié].

Drill - 6Teacher

Eski ou mett cravatt toulé-tan?

Do you wear a necktie all the time?

----- linett -----?

----- braslé -----?

----- [] -----?

Response

Non, ziss kan mo bizin mété.

No, only when I need to wear (one).

---, ----- lir.

---, ----- sorti.

---, ----- [].

Drill - 7

Lasamm bien sal.

Vitt lafnett bien sal.

Biss bien an rétar.

Soley bien for.

Ena boucou divan.

The window (lit: glass of the window) is very dirty.

The sun is very strong.

There's a lot of wind.

Response

Bizin balié li.

Bizin lav li.

Bizin pran taxi.

Bizin amenn parasol.

Bizin ferm laportt.

You need to sweep it.

You need to carry a parasol.

C-6

M: Mo malad. Mo bizin al gett doctér, mé mo p'éna larzan.

LL: To capav pran prété. Kan to gagné, to a randé.

Or: Kifér to pa al dimann lassistanss public in-pe larzan.

I'm sick. I need to go see a doctor, but I don't have any money.

You can borrow (some money). When you get some, you can return it.

Why don't you go ask Public Welfare for some money?

C-7

M: Toulé-aswar mo pa dormi. Ki mo bizin fer?

LL: Kifér to pa al gett enn doctér?

Or: To bizin pran pilil pou gagn somey.

I can't (lit: don't) sleep every night.

You need to take pills to get sleepy.

C-8

M: Mo fec perdi mo plass. Ki mo bizin fer?

LL: Kifér to pa sey coz ec [Missié Singh]?

Why don't you try taking with [Mr. Singh]?

Dialog - 3

T: E [Robert]! Ki ou apé fer la?
 S: Mo apé serss kikenn ec enn loto.
 Mo bizin al an-vil.
 T: Ou apé perdi ou létan [Robert].
 S: Alor, ki mo bizin fer?
 T: Ou nec ress dan bor lari é ou
 atann biss.
 S: Eski mo capav sey gagn enn lift?
 T: Wi, mé mo pa crwar li pou fassil.

Hey [Robert]! What are you doing here?
 I'm looking for someone with a car.
 I need to go to town.
 You're wasting (lit: losing) your time,
 [Robert].
 Well then, what should I do?
 (You) just stay at the curb and (you)
 wait for a bus.
 Can I try and get a lift?
 Yes, but I don't think it will be easy.

Dialog - 4

T: Bonzour, [Robert]. Ki bon nouvel?
 S: Nouvel la ar ou-mem.
 T: To finn bien travay zordi?
 S: Mo finn séyé. Mé, créol la
bien, bien difissil.

What's the good news?
 You tell me (lit: the news is with you).
 Have you worked well today?
 I've tried. But Creole is very, very hard.

Lesson 21X I have to buy lots of things.

Handout - 1

Read the note in the first part of the handout to the class, paying particular attention to the Creole examples.

Dialog - 1

- T: [Robert], comien liv éna lor latàb?
- S₁: Éna [trwa].
- T: Bien bon, mett enn liv lor sez la.
- S₁: (Puts a book on the chair.)
- T: Bien bon. Alor [Paul], rémett sa liv la lor latàb la.
- S₂: (Puts the book back on the table.)
- T: Bien bon, alor [Marie], donn mwa sa bann liv la.
- S₃: (Gives the books to the teacher.)
- T: [Anne], pou ki sa bann liv la?
- S₄: Zott pou ou.
- T: Wi, zott pou mwa.
- Mo bann liv sa.
- Sa liv la pou mwa (holds up one). Mo liv sa.
- Sa liv la pou mwa (holds up 2nd). Mo liv sa.
- Sa liv la pou mwa (holds up 3rd). Mo liv sa.
- Sa mo bann liv la pou mwa (holds up all);
mo bann liv sa.

C-1

- T: [Robert], dir mwa non bann zour lasémenn.
- S: Dimanss, lindi, mardi, etc.
- T: [Paul], dir mwa non bann mwa lané.
- S: Zanvié, févrié, marss, etc.

C-2

T: Contt sa bann [créyon] la.

S: Ena sink.

Or: Enn, dé, trwa, katt, sink.

Drill- 1Teacher

Dir mwa acott bann doctér travay.

----- dimoun gett télévizion.

----- comi vann kiksoz.

----- [] travay?

Response

Zott travay dan lopital.

Zott gett télévizion dan salon.

Zott vann kiksoz dan laboutik.

Zott travay dan [].

Dialog - 2

T: Ki ou apé fer astér?

S: Mo pé al an-vil.

T: Ki ou pou fer la-ba?

S: Mo pou al asté enn bann lartic.

T: Mo bizin papié, lanvlop ec tenn.

S: Ou pou écrire lett?

T: Wi, mo pou écrire mo bann fami.

I'm going to buy some things.

Dialog - 3

LL: [Missié Singh], acott zardin in botanik?

M: Li Curepipe. Pou kifér?

LL: Mo lé promné la-ba.

M: Bin, nou capav alé dimin, si-ou-lé.

LL: Dacor. Mé dir mwa in-pe ki éna la-ba.

M: O, tou kalité zarb tropical.

LL: Eski éna bann fler oussi?

M: A wi. Ou pou trouvé ou mem.

[Mr. Singh], where's the Botanical Garden?

It's in Curepipe. Why?

I want to visit there.

O.K., we can go tomorrow if you like.

O.K. But tell me a little about what's there.

Oh, all kinds of tropical trees.

Are there a lot of flowers, too?

Oh, yes. You'll see for yourself.

Dialog - 4

- M: Ki ou pé fer dan Maurice?
- LL: Mo'nn vinn issi ec bann Peace Corps.
Or: Mo travay ec bann Peace Corps.
- M: Ki été sa Peace Corps?
- LL: Sa enn lorganizassion ki anvoy volonter dan tou péi cott bizin led.
- M: Ki zott fer dan Peace Corps?
- LL: Nou fer tou kalité travay dan bann péi cott bizin nou.
- M: Dépi kan ou issi Maurice?
- LL: Ena [enn banané].
Or: Dépi [katt mwa].
- M: Ziska kan ou pou resté?
- LL: Ziska lott lané.
- M: Ou contan issi?
- LL: Wi, mo bien contan.
- M: Cott ou'nn aprann créol?
- LL: Ti éna training l'Amérique avan mo vinn Maurice. Mo'nn aprann créol ar mo bann professér morissien.

- What are you doing in Mauritius?
- I've come here with the Peace Corps.
- I work with the Peace Corps.
- What's the Peace Corps?
- It's an organization which sends volunteers to all the countries where they need aid.
- What do you do in the Peace Corps?
- We do all kinds of work in lots of countries where they need us.
- How long have you been (lit: since when are you) here in Mauritius?
- [One year].
- How long (lit: until when) will you stay?
- Until next (lit: the other) year.
- Do you like it here?
- Yes, I like it a lot.
- Where have you learned Creole?
- There was training in America before I came to Mauritius. I've studied Creole with my Mauritian teachers.

TO THE STUDENT:

The most common adjectives which occur before a noun in Creole are as follows:

<u>bon</u>	(good)	sel	(single)
mové	(bad)	boucou	(many)
fay	(bad)	<u>in-pe</u>	(some)
<u>gran</u>	(big)	tou	(all)
gro	(big, fat)	zoli	(beautiful)
ti	(small)	doub	(double)
vié	(old)	drol	(strange)
zenn	(young)	pov	(poor, i.e., unfortunate)

Most of the adjectives in Creole come after the noun.

Handout - 1

Creole nouns can be modified by numbers, adjectives and other nouns:

1. Numbers

enn panié	a/one basket
dé panié	two baskets
sink panié	five baskets

2. Adjectives

a. Most adjectives come after the noun:

simiz blé	blue shirt
labwasson fré	cold drink
lamin goss	left hand

b. A few adjectives come before the noun:

gro tomatt	large tomato
ti tomatt	small tomato

(See the note at the end of this lesson for the most common adjectives which come before nouns.)

3. Other nouns

Nouns may also be modified by another noun. The construction used (noun + noun) is the same as that which is used to show the possession of an object by a person (or the relationship between two people). Note the following:

a. Possession

lagazett Robert	Robert's newspaper
papa Robert	Robert's father
camarad sofér	driver's friend

b. Description

lamanss panié	handle of a basket/basket handle
miray lacaz	wall of a house/house wall
vitt lafnett	glass of a window/window glass
lédwa lipié	toe (lit: finger of the foot)

Ena enn paké créyon lor latatab.

There are lots of (lit: a package of pencils) on the table.

Ena enn kantité créyon lor latatab.

There's a quantity of pencils on the table.

Ena enn tigitt créyon lor latatab.

There are a few pencils on the table.

Listen as your teacher reads the following sentences and write the appropriate word (bann, kantité, tigitt, liv, bwatt, boutey) in the blank.

1. Ena enn _____ lacré lor latatab.
2. Ena enn _____ lacré lor latatab.
3. Donn mwa enn _____ disic.
4. Contt sa _____ créyon la.
5. Donn mwa enn _____ dilé.
6. Mo pou al asté enn _____ lartic.
7. Pou ki sa _____ liv la?
8. Ena enn _____ fri lor latatab.
9. Ena _____ fri lor latatab.
10. Eski éna _____ fler oussi?
11. Comien ou péyé pou enn _____ dilé?
12. Acott _____ dimoun gett télévizion?
13. Donn mwa enn _____ dité.
14. Ena enn _____ dimoun dan laboutik.
15. Comien ou péyé pou enn _____ diri?
16. Ki éna la-ba? Ena enn _____ dimoun.
17. Mo finn asté katt _____ tomatt.
18. Asté enn _____ dilwil pou mwa.
19. Mo finn trouv enn _____ légim dan bazar.
20. Ena _____ légim dan bazar.
21. Mo bizin asté enn _____ macaroni.
22. Mo éna enn _____ larzan.
23. Mo pou écrire mo _____ fami.

(Some Mauritians pronounce 'bann' as 'benn'.)

1. Ena enn bwatt lacré lor latatab.
2. Ena enn bann lacré lor latatab.
3. Donn mwa enn liv disic.
4. Contt sa bann créyon la.
5. Donn mwa enn boutey dilé.
6. Mo pou al asté enn bann lartic.
7. Pou ki sa bann liv la?
8. Ena enn kantité fri lor latatab.
9. Ena tigitt fri lor latatab.
10. Eski éna bann fler oussi?
11. Comien ou péyé pou enn bwatt dilé?
12. Acott bann dimoun gett télévizion?
13. Donn mwa enn tigitt dité.
14. Ena enn kantité dimoun dan laboutik.
15. Comien ou péyé pou enn liv diri?
16. Ki éna la-ba? Ena enn bann dimoun.
17. Mo finn asté katt liv tomatt.
18. Asté enn boutey dilwil pou mwa.
19. Mo finn trouv enn kantité légim dan bazar.
20. Ena bann légim dan bazar.
21. Mo bizin asté enn bwatt macaroni.
22. Mo éna enn tigitt larzan.
23. Mo pou écrire mo bann fami.

fold here

Drill - 1

Response

Kifér ou finn fer sa?

Why did you do (lit: have you done) that?

Kifér ou finn fer sa?

Kifér ou finn fer sa?

Kifér li finn fer sa?

Kifér [] finn fer sa?

Because it's a difficult name to remember.

Parski mo gagn fré.

Parski mo gagn so.

Parski li bizin écriir enn lett.

Parski [].

Drill - 2

Response

Teacher

Kifér ou ti fer sa?

Parski mo pa ti éna lott kiksoz
pou fer.

Parski [].

Drill - 3

Response

Teacher

Kifér ou fer sa?

-----?

-----?

-----?

Parski mo fatigé.

Parski mo gagn fré.

Parski mo finn blié.

Parski mo [].

Drill - 4Teacher

Ouvér lafnett. Mo gagn so.

-----.

-----.

-----.

*

Ferm lafnett. Mo gagn fré.

-----.

-----.

-----.

-----.

Response

A! Pa fer tro so zordi.

Kitfwa ou malad.

Parski ou finn marss vitt.

(It's) because you've been walking fast.

Parski ou finn galoupé.

(It's) because you've been running.

*

*

A! Pa fer tro fré zordi.

Kitfwa ou malad.

Parski ou pa finn mett enn palto.

Parski ou finn marss dan lapli.

(It's) because you've been walking in the rain.

Ou bizin asté enn trico.

Lesson 23X What were you doing before you joined the Peace Corps?

Monolog - 1

Any appropriate activities in Lesson 8X which students already know may be used below.

Avan mo ti vinn dan class, mo ti pé [manzé].

Avan [Robert] ti vinn dan class, li ti pé [gett télévizion].

Avan [Paul] ti vinn dan class, li ti pé [zoué football].

Avan [Marie] ti vinn dan class, li ti pé [nétway so lasamm].

Avan [Anne] ti vinn dan class, li ti pé [lav linz].

Avan [Missié Singh] ti vinn dan class, li ti pé [lir zournal].

C-1

T: [Robert], avan ou ti vinn dan
class, ki ou ti pé fer?

S: Mo ti pé [gett télévizion].

C-2

T: [Paul], ki ou ti pé fer létan
[Robert] ti pé [gett télévizion]?

[Paul], what were you doing while
[Robert] was [watching television]?

S: Mo ti pé [zoué football].

C-3

T: [Robert], ki ou ti pé fer kan
[Paul] ti rantt dan [salon]?

[Robert], what were you doing
when [Paul] came into the [living
room]?

S: Mo ti pé [gett télévizion].

Drill - 1Teacher

Eski ou ti pé aprann dan liniversité
avan ou ti zwenn Peace Corps?

Eski ou ti pé travay avan -----?

Eski ou ti pé travay [sécrétér] avan -----?

Eski ou ti pé travay [dan lagrikiltir]
avan -----?

Response

Non, mo pa ti pé aprann dan liniversité.

---, ----- travay.

---, ----- travay [sécrétér].

---, ----- travay [dan lagrikiltir].

C-4

T: Ki ou ti pé fer avan ou ti
 zwenn Peace Corps?

S: Mo ti pé [aprann dan liniversité].

Be sure that each student can give the answer that fits his circumstances. If none of the above answers apply, teach him the answer which does.

Lesson 1A Meeting Students.

Dialog - 1

Situation: A language learner interviews a Mauritian elementary school student.

- | | |
|--|---|
| LL: Ki lécol to alé? | What school do you go to? |
| M: Mo al lécol [gouvernman]. | I go to the [government] school. |
| LL: Dan ki class to été? | What grade are you in? |
| M: Mo dan [sinkiem]. | I'm in the [fifth]. |
| LL: Ki sizé to aprann dan lécol? | What subjects do you study in school? |
| M: Mo aprann [anglé, fransé, zéografi, calkil ec catessiss]. | I study [English, French, geography, arithmetic and catechism]. |
| LL: A! Li bien interessan. Eski ou contan aprann? | Ah! That's very interesting. Do you like to study? |
| M: A! Wé. Mo mem promié dan class. Mo papa pou donn mwa enn bisiclett, kan mo pass mo [sinkiem]. | Oh, yes! I'm first in the class. My father's going to give me a bicycle when I pass my [fifth-year] (exam). |

Dialog - 2

Situation: A learner talks to a Mauritian elementary school student.

- | | |
|---|---|
| LL: Ki class to fer? | What grade are you in? |
| M: Mo dan siziem. | I'm in the sixth. |
| LL: Ki to aprann? | What do you study? |
| M: Anglé, fransé, zéografi, calkil. | English, French, geography. |
| LL: Ki zéografi to fer? | What geography are you doing? |
| M: Zéografi Maurice. | The geography of Mauritius. |
| LL: To coné ki grandér Maurice été? | Do you know how large Mauritius is? |
| M: Wi, Missié. Li sett san sinkant mil caré. | Yes, sir. It's seven hundred fifty square miles. |
| LL: Epi comien ranzé montagn li éna? | And how many mountain ranges does it have? |
| M: Ena trwa. Ranzé Moka, ranzé Rivière Noire, ranzé Grand Port. | There are three: Moka, Rivière Noire, and Grand Port. |
| LL: Epi comien dimoun éna? | And how many people are there? |
| M: Ena piiss ki witt san mil. | There are more than eight hundred thousand. |

Dialog - 3

Situation: A language learner talks with a Mauritian secondary school student.

LL: [Rico], ki colez to alé?

M: [Colez Royal Curepipe].

LL: Dan ki form to été?

M: Mo dan form [katt].

LL: Ki sizé to pou pran pou
legzamin senior?

M: Mo pou pran litératir, anglé,
fransé, art, bioloji, matématik,
ec istwar.

LL: Ki sizé to pli contan?

M: Istwar mo sizé préféré, mo bien
contan fer sa sizé la.

Eski zott montré istwar ec fransé
dan colez l'Amérique?

LL: Wi, nou aprann boucou sizé.

M: Ki sizé?

LL: Preské parey mem sizé ki issi.

[Rico], what high school (lit:
college) do you attend?

What class are you in?

What subjects do you like best?

History is my favorite subject; I
really like (to do) that subject.

Lesson 2A Becoming acquainted.

Dialog - 1

Situation: Two Mauritians strike up an acquaintance on a bus.

- M1: Acott ou resté?
- M2: Mo ress [Curepipe], lari [Lacroix].
Acott ou resté ou?
- M1: Mo ress [Rose Hill] acott bazar.
Mo pé al [cott mo cousinn]
[Port Louis]. Acott ou pé alé?
- M2: Mo pé al travay.
- M1: Acott ou travay?
- M2: Mo travay dan dry cleaning.
Ki coté ou travay?
- M1: Mo travay ec Missié Duval.
- M2: Ki travay ou fer?
- M1: Mo travay sofér. Ki ou fer ou?
- M2: Mo condir vann dry cleaning.
- M1: A! Bon, couman ou apélé?
- M2: Mo apel [Zozor]. Nimportt ki
ler ou vinn dry cleaning, ou
dimann [Zozor]. Tou dimoun
conn mwa.
- M2: Bon. Mo bien contan mo'nn coz
ar ou. Mo bizin dessann astér.
- M1: Alé. Orévwat.
- I work as a chauffeur. What do you do?
I drive a dry cleaning van.
- Whenever you come to the dry cleaners,
ask for [Zozor]. Everybody knows me.
- O.K. I'm glad I've talked with you.
I have to get off now.

Dialog - 2

Situation: A Mauritian and a learner strike up a conversation.

- M: Acott ou resté?
- LL: Mo ress [Terre Rouge].
- M: Ki péi ou sorti?
- LL: Mo sorti l'Amérique.
- M: Ah! Bon. Ki ou'nn vinn fer issi?
- LL: Mo travay ec Peace Corps.
- M: Ki coté ou travay?

LL: Mo travay dan [lagrikiltir]. Acott ou travay?

M: Mo travay biro [lédicassion Port Louis]. Ou capav vinn gett mwa kan ou vinn an-vil.

LL: Wi, lott sémenn mo bizin al an-vil. Mo a vinn gett ou.

M: Mo'nn arivé astér, mo bizin alé.

LL: Bon. Oréwwar.

The learner will frequently find himself in situations where mutual introduction and interviewing takes place, as above. Continue practicing this type of dialog, using

Acott ou pé alé?

Acott ou sorti?

Acott ou abité?

Dépi kan ou'nn vinn issi?

Ki travay ou fer?

Dépi kan ou'nn comanss travay?

Ou contan Maurice?

Ou contan ou travay?

Ou tou sel issi, swa ec ou fami?

Comien frer/ser ou éna?

Ki zott fer?

Couman zott apélé?

Couman ou apélé?

Lesson 3A Kids

Dialog - 1

Situation: A child is trying to sell crabs to a volunteer.

- | | |
|---|--|
| <p>M: Missié, Missié, mo finn amenn zoli crab pou <u>vandé</u>.</p> <p>LL: Cott to'nn gagn sa?</p> <p>M: Mo ti al lapess <u>granmatin</u>, Missié. Gété couma zott zoli, fec lapess, zott <u>ancor</u> fré.</p> <p>LL: Comieh to vann zott?</p> <p>M: Trwa rroupi douzenn, Missié. <u>Bon</u> kalité sa.</p> <p>LL: To sir zott <u>bon</u>?</p> <p>M: Zott <u>ancor</u> vivan Missié. Gété, gété.</p> <p>LL: Pri la <u>in-pé</u> tro ser. Crab la pa bel-bel.</p> <p>M: Missié, <u>kan</u> crab bel-bel li pa gagn <u>bon</u> gou. Sa benn la mwayen. <u>Bon</u>, mwa donn ou Rs. 2.50 enn douzenn.</p> <p>LL: Dacor, donn mwa enn douzenn.</p> <p>M: Enn douzenn selman?</p> <p>LL: Wi, mo pa <u>manz</u> tro boucou crab.</p> | <p>Sir, Sir, I've brought some nice crabs to sell.</p> <p>Where did you get them?</p> <p>I went fishing this morning, Sir. Look how nice they are, just caught, they're still fresh.</p> <p>How much do you sell them for?</p> <p>Three rupees a dozen, sir. They're of good quality.</p> <p>Are you sure they're good?</p> <p>They're still alive, Sir. Look, look.</p> <p>The price is too high. The crabs aren't big.</p> <p>Sir, when crabs are too big they don't taste good (lit: have a good taste). These are average. Well, I'll give you (them) at 2.50 rupees a dozen.</p> <p>Okay, give me a dozen.</p> <p>Only a dozen?</p> <p>Yes, I don't eat many crabs.</p> |
|---|--|

Dialog - 2

Situation: Volunteer refuses what a child is selling.

- | | |
|---|--|
| <p>M: Bel <u>pwasson</u> fré, fec lapess, Madamm. Ou lé asté <u>pwasson</u>?</p> <p>LL: Mo gett enn cou.</p> <p>M: <u>Bon</u> <u>pwasson</u> sa, Madamm, ou trouvé couma zott bel-bel.</p> <p>LL: Comien laliv?</p> <p>M: Dé rroupi laliv, Madamm. <u>Pwasson</u> fré coumsa pa pou gagné pli <u>bon</u> marsé.</p> | <p>Big, fresh fish, just caught, Madam. Would you like to buy some?</p> <p>Let me see.</p> <p>They're good, Madam, see how big and nice they are.</p> <p>How much a pound?</p> <p>Two roupees a pound, Madam. You won't get such fresh fish cheaper.</p> |
|---|--|

LL: Tro ser. To pé vinn ambett mwa
issi. Non, mo pa lé, mersi.

M: Madamm, crwar mwa, ou pa pou gagn
zoli pwasson pli bon marsé.

LL: Less li alor, mo pa pou asté.

M: Mo pou passé ancor pli tar, tan-
sion ou sanz lidé.

It's too expensive. You're fooling me.
No, I don't want any fish, thanks.

Believe me, Madam, you'll not get such
nice fish for less.

Well, I'm not going to buy any.

I'll be back later in case you change
your mind.

Dialog - 3

Situation: A child is begging money for food.

M: Missié, mo p'ancor manzé dépi
granmatin; donn mwa enn ti cass.

LL: To p'éna mama ec papa?

M: Wi, mo papa pa travay. Mo mama
bien malad.

LL: To p'éna ser, frer?

M: Mo bann frer, ser piti-piti.

LL: Ala vin-sink sou al asté dipin,
dibér.

M: Mersi, Missié. Bondié béni ou.

Sir, I haven't eaten since morning;
give me a little change.

Don't you have a mother and father?

Yes, my father's not working. My mother's
very sick.

Don't you have sisters (and) brothers?

My brothers and sisters are very small.

Here's twenty-five cents to buy bread
and butter.

Thank you, Sir. God bless you.

The following is an alternate ending to this dialog.

LL: Mo p'éna ti cass astér. Mo
pou répassé talér.

M: Mo pou atann ou la.

I don't have any change now.
I'll pass by again later.

I'll wait for you here.

Dialog - 4

Situation: Children playing in the courtyard early in the morning wake up a volunteer.

LL: Ki zott pé fer granmatin coumsa?

What are you doing this early in the morning?

M: Nou pé zoué football, Madamm.

We're playing soccer, Madam.

LL: Dimoun na pa zoué dan granmatin.
Zott capav al zoué pli lwin si
zott lé, parski astér mo bizin
répozé.

People don't play this early in the morning. You can play somewhere further away if you want, because I need to rest.

M: Less nou zoué, nou p'éna narien
pou fer.

Let us play, we don't have anything to do.

LL: Non, zott finn cass mo somey é
astér mo bizin répozé trankil.
Tanto zott capav zoué.

No, you woke (lit: broke my sleep) me up early and now I have to rest. You can play in the afternoon.

M: Dacor, nou va alé.

Okay, we'll go.

LL: Enn lott zour pa anouy mwa gran-
matin coumsa, sinon mo pa pou less
zott zoué ditou, zott tandé?

Don't ever come bothering me in the morning like this, otherwise I won't let you play at all, do you hear?

Pronunciation Practice

This section provides practice on some of the aspects of Mauritian Creole pronunciation that are likely to prove troublesome for American learners. In general, pronunciation of certain of the vowels requires more attention than that of most of the consonants. The student should pay close attention to these vowel sounds if he is to learn to speak so that he avoids attracting unfavorable attention to his accent.

1. The vowel 'i'

The closest approximation in American pronunciation to the Mauritian sound 'i' is the vowel sound of "see". The most important difference is that the Mauritian vowel has a much steadier quality while the American pronunciation usually becomes more y-like towards the end. Notice - and imitate - the constant quality of Mauritian 'i' in the following examples:

fi	(girl)
wi	(yes)
fami	(family)
lavi	(life)
issi	(here)
vini	(come)
pini	(punish)
dépi	(from)
zoli	(beautiful)

There is some difference between the 'i' sound at the end of a syllable and the sound which it has when followed by a consonant in the same syllable (in which case it sounds somewhat between the vowels of English "eat" and "it".) Listen for this difference in the following sets of words:

vi	(view)	vitt	(quickly)
wi	(yes)	witt	(eight)
si	(if)	siss	(six)
zi	(juice)	zip	(skirt)
li	(he)	lib	(free)
fi	(girl)	fim	(movie)
ni	(neither)	imid	(humid)

There is a Mauritian combination of sounds 'iy' which is rather more like the vowel in English "see" than Mauritian 'i' is. The occurrence of 'iy', however, is limited to certain shortened verb forms.

Mo ti abiy <u>zanfan</u> .	(I dressed the children.)
Zott apiy miray.	(They lean against the wall.)
Li criy for.	(He screams loudly.)
Li riy for.	(He laughs hard.)
Mo pa bliy li.	(I don't forget him.)

Listen to the difference between English and each of the two Mauritian possibilities in the following sets, and learn to reproduce the difference between Mauritian 'i' and 'iy':

<u>Creole</u>		<u>English</u>		<u>Creole</u>
débi'	(first performance)	a bee	Abiy li.	(Dress him.)
pi	(rotten)	a pea	Apiy li.	(Lean against it.)
pli	(more)	plea	Pliy li.	(Fold it.)
<u>dan</u> lari	(in the street)	Rhee	Li riy for.	(He laughs hard.)
Li cri.	(It's raw.)	Cree	Li criy for.	(He screams loudly.)

2. The vowel 'ou'

Mauritian 'ou' has a more constant quality than the vowel sound in American English "zoo". Compare the Mauritian and the English vowel sounds in the following sets:

<u>Creole</u>		<u>English</u>
dou	(sweet)	do
sou	(cent)	sue
tou	(all)	two
cou	(a blow)	coup

Imitate the Mauritian vowel sound 'ou' in these examples:

fou	(crazy)
sou	(cent)
lazou	(cheek)
boucous	(many)
zouzou	(toy)
coulou	(nail)
lisou	(cabbage)

Listen in the following sets of words for the difference between the 'ou' sound when it is at the end of a syllable and when it is followed by a consonant. (In the latter case it sounds somewhat between the vowel in "pool" and the vowel in "pull".)

ou	(you)	outt	(August)
pou	(for)	boutt	(piece)
dou	(sweet)	doub	(double)
nou	(we)	mouss	(a fly)
tou	(all)	touk	(garbage pail)
lazou	(cheek)	lasoup	(soup)

3. The vowel 'o'

The tendency to have a glide towards a w-sound in the pronunciation of the vowel in American English "so" is far more pronounced than for "zoo", and makes for a quite unacceptable pronunciation if carried over into Mauritian. Compare the constant Mauritian 'o' with the diphthongized American 'o' in the following sets of words:

<u>Creole</u>		<u>English</u>
so	(hot)	so
po	(jar)	Poe
to	(you, familiar form)	toe
défo	(defect)	Defoe
resso	(stove)	Rousseau

Imitate the steady Mauritian vowel sound 'o' in these examples:

vo	(calf)
mo	(I)
zaco	(monkey)
lapo	(skin)
zozo	(bird)
foto	(photograph)
poto	(pole)
défo	(defect)
nouvo	(new)
sizo	(scissors)

When followed by a consonant in the same syllable, Mauritian 'o' sounds, to an American, quite different from the syllable-final 'o'. (It is often more like a shortened version of the vowel in "caught" - at least as some Americans pronounce it - than it is like the vowel in "coat".) Listen for the different varieties of 'o' in the following sets of words:

so	(hot)	somm	(dim)
vo	(calf)	fott	(mistake)
po	(jar)	poss	(pocket)
zaco	(monkey)	lacott	(coast)
gro	(large)	prop	(clean)
kilo	(kilogram)	siclonn	(hurricane)
loto	(car)	octob	(October)

4. The vowels 'e' and 'ey'

Mauritian has a combination 'ey' which is rather like the vowel sound in American English "say". Much more common, however, is the vowel 'é', which lacks the y-sound at the end that is characteristic of the American vowel sound. Listen to the difference between English and each of the two Mauritian possibilities in the following sets of words:

<u>Creole</u>		<u>English</u>	<u>Creole</u>	
mé	(May)	May	somey	(sleepiness)
pé	(little bit)	pay	lapey	(wages)
oulé	(want to)	allay	soley	(sun)
blé	(blue)	bay	corbey	(crow)

Make sure you can make a consistent distinction between Mauritian 'é' and 'ey' in imitating the pronunciation of the following sets of words. (This represents one of the few points where carrying over an American pronunciation in Creole is likely to give people a totally wrong notion of what you are trying to say.)

ké	(wharf)	fey	(leaf)
lapé	(peace)	lapey	(wages)
sévé	(hair)	révey	(alarm clock)
foudé	(make fun of)	boutey	(bottle)
zamá	(never)	somey	(sleepiness)
oulé	(want to)	soley	(sun)
paré	(ready)	parey	(same)
fonsé	(dark colored)	consey	(advice)

The other frequent Mauritian diphthong besides 'ey' is 'ay', which sounds much like the ending of the English word "sigh". Except in rapid speech, there is not much danger of failing to hear the difference between these, but Americans can easily be confused by the fact that - as with "gray" and "grey" - 'ay' and 'ey' are both used in English to spell the sound that is like Mauritian 'ey'. Note the pronunciation of the following words.

fay	(not any good)	fey	(leaf)
lay	(garlic)	soley	(sun)
may	(corn)	somey	(sleepiness)
lapay	(straw)	lapey	(wages)

5. The nasal vowel 'on'

The combination on represents a nasal vowel - that is, one pronounced through the nose as well as through the mouth. The nasal quality (represented by the 'n' of 'on') is present throughout the vowel rather than following it, as the arrangement of letters on the page might suggest. Practice pronouncing on in combination with various consonants in the following examples:

<u>onz</u>	(eleven)
<u>contt</u>	(story)
<u>réponss</u>	(answer)
<u>non</u>	(no)
<u>fon</u>	(deep)
<u>bon</u>	(good)
<u>pon</u>	(bridge)
<u>bonbon</u>	(candy)
<u>tonton</u>	(uncle)
<u>fasson</u>	(manner)
<u>mouton</u>	(sheep)
<u>sifon</u>	(rag)
<u>lamson</u>	(fish hook)
<u>conzé</u>	(vacation)
<u>fonsé</u>	(dark-colored)
<u>monté</u>	(climb)
<u>tombé</u>	(fall)

Note the similarities and differences among the sounds 'o', 'on' and 'onn' in the following sets of words:

lédo	(back)	limon	(lemon)	lémonn	(world)
tablo	(blackboard)	blon	(blond)	siclonn	(hurricane)

6. The nasal vowel 'an'

This is a second nasalized vowel. Practice it in various environments:

s <u>an</u> tt	(center)
s <u>an</u> ss	(luck)
l <u>an</u> c	(ink)
zor <u>an</u> z	(orange)
la l <u>an</u> p	(lamp)
s <u>an</u>	(a hundred)
z <u>an</u>	(person)
b <u>an</u>	(bench)
k <u>an</u>	(when)
z <u>an</u> fan	(child)
pim <u>an</u>	(chili pepper)
coum <u>an</u>	(how)
av <u>an</u>	(before)
cont <u>an</u>	(happy)

Note the somewhat similar sounds 'a', 'an', 'ann':

ba	(low)	b <u>an</u>	(bench)	bann	(bunch)
ta	(a pile)	lét <u>an</u>	(time)	tann	(tender)
gra	(greasy)	gr <u>an</u>	(large)	aprann	(study)

7. The nasal vowel in

Practice this nasal vowel as you did the other two:

kin <u>z</u>	(fifteen)
sin <u>k</u>	(five)
min <u>ss</u>	(thin)
sim <u>p</u>	(simple)
pwint <u>t</u>	(sharp pointed)
fin <u></u>	(hungry)
swin <u></u>	(care)
cwin <u></u>	(corner)
bizin <u></u>	(need)
simin <u></u>	(path)
couzin <u></u>	(cousin)
malin <u></u>	(clever)

Note this vowel written 'en' after 'i' or 'y':

bien	(well)
narien	(nothing)
comien	(how many)
lisien	(dog)
mécanissien	(mechanic)
mwayen	(average)

It is the vowel 'é' and the combination 'enn' that bear resemblance to 'in' in pronunciation, rather than 'i' and 'inn':

sémé	(sow seeds)	simin	(path)	sémenn	(week)
Missié	(Sir)	lisien	(dog)	morissienn	(female inhabitant of Mauritius)
cozé	(talk)	couzin	(cousin)	douzenn	(dozen)

8. The consonant 'l'

All occurrences of the l-sound in Mauritian are quite close to the variety of 'l' found in English "leaf" or "glee". This is what is sometimes called a "clear l". At the end of a syllable, Americans use what is called a "dark l", which is much closer to a w-sound, and quite inappropriate to use in speaking Mauritian Creole. Listen to this difference in these sets of words:

<u>Creole</u>		<u>English</u>
sel	(single)	sell
mal	(wrong)	moll
fol	(crazy woman)	fall
poul	(chicken)	pool

Make sure that you can make initial 'l' and final 'l' sound much more alike than they usually do in English. Practice them in the following words:

lil	(island)
lavl	(town)
lézel	(wing)
lotel	(hotel)
latwal	(fabric)
lécol	(school)

Try particularly to keep a "clear l" sound before another consonant, as in the following words:

sel <u>man</u>	(only)
elvé	(raise)
palto	(jacket)
cal <u>son</u>	(pants)
solda	(soldier)
toult <u>an</u>	(all the time)
récoltt	(harvest)

9. The sequence 'di'

In this sequence in Mauritian there is a slight transitional sound between the 'd' and the 'i', so that they sound together something like 'dzi'. Listen for this effect and try to get it the way your teacher says it:

diss	(ten)
disc	(phonograph record)
samdi	(Sunday)
zédi	(Thursday)
disic	(sugar)
dizef	(egg)
dimoun	(person)
div <u>an</u>	(wind)
ditou	(not at all)
dist <u>an</u> ss	(distance)

10. The sequence 'ti'

The same sort of effect that takes place with 'di' is found also in 'ti', so that it sounds rather like 'tsi'. Practice this sequence in these words:

ti	(little)
zouti	(tools)
l <u>an</u> ti	(lentils)
itil	(useful)
labitid	(habit)
tini	(hold)
tissi	(cloth)
tipé	(to type)

11. The consonant 'gn'

The sound represented by these letters is a lot like that sequence represented by 'ny' in the English word "canyon". In Mauritian Creole, however, this sound needs to be considered as a basic element in the sound system, rather than as a sequence of other sounds. Between vowels, the Mauritian pronunciation of 'gn' is not too much different from sounds an American is used to making:

gagné	(get)
pwagné	(wrist)
signé	(to sign)
bégné	(take a bath)
zog <u>no</u> n	(onion)

The 'gn' sound is also found fairly frequently at the end of a word, in which circumstance considerably more practice may be needed to achieve a good imitation of it. Practice this sound in the following examples:

pegn	(comb)
tegn	(extinguish)
montagn	(mountain)
lac <u>a</u> mpagn	(countryside)
Sign li.	(Sign it.)
Swagn li.	(Take care of him.)
Li plegn for.	(He complains loudly.)

12. The consonant 'r'

Mauritian 'r' bears virtually no resemblance to the sound written with the same letter in English. It is only for historical reasons that using the letter 'r' in writing the Mauritian Creole sound seems appropriate. You may in fact have some difficulty distinguishing 'r' from 'w'.

cwi	(cooked)	cri	(raw)
pw <u>i</u> n	(point)	pr <u>a</u> n	(take)
witt	(eight)	riss	(rich)
twa	(you)	dra	(bed sheet)
fwa	(instance)	fré	(cold)
bwatt	(box)	braslé	(bracelet)
bwi	(boil)	brik	(brick)
vwayaz	(trip)	vré	(true)

At the end of a syllable or before a consonant, 'r' is pronounced with much less force than at the beginning. In fact, Mauritian "dir" sounds more like the end of English "idea", than it does like any English word ending with a consonant. You should not have much trouble detecting the presence of 'r'. Getting your tongue back towards your throat enough to make the sound correctly may require considerable practice.

ta	(pile)	tar	(late)
pa	(not)	par	(by means of)
swa	(or)	aswar	(evening)
mwa	(me)	nwar	(black)
laz	(age)	larz	(wide)
katt	(four)	cartt	(playing cards)
blagé	(talk)	largé	(untie)
coud	(elbow)	sourd	(deaf)
zott	(they)	sortt	(shorts)
feb	(weak)	lerb	(grass)
lamwatié	(half)	larmwar	(wardrobe)

Practice final 'r' after various vowels:

ier	(yesterday)
lir	(read)
ser	(sister)
zour	(day)
tar	(late)
lénor	(north)
lagar	(station)
dir	(say)
fer	(do)
for	(strong)
four	(oven)
mir	(ripe)

The sequence 'rw' may cause particular difficulty.

lérwa	(king)
drwatt	(right)
trwa	(three)
crwar	(believe)

13. The combination 'ng'

Words which end in 'ng' are pronounced much like English words with the same spelling.

<u>long</u>	(long)
<u>lang</u>	(language)
zé <u>ping</u>	(pin)

This ng-sound occurs only at the end of words. In other circumstances a nasal vowel followed by a definite g-sound occurs.

<u>longér</u>	(length)
<u>anglé</u>	(English)
tri <u>angé</u>	(do by devious means)

ENGLISH - MAURITIAN CREOLE VOCABULARY

A

a	enn
able	capav
about (concerning)	lor
about (clock time)	ver
accept	acsept(é)
accident	accidan
account	contt
acquainted (to be)	fer conésanss
add	azout(é)
address	ladress
advice	consey
affair	zafér
afraid (be, be afraid of)	per, gagn per
after, afterwards	apré
afternoon	tanto
again	ancor
against	contt
agriculture department	lagrikiltir
ahead	an avan, divan
air	ler
airplane	avion
alive	vivan

all	tou, toutt
all right (okay)	dacor
almost	preské
aloe	lalwess
alone	tou sel, sel
already	déza
also	oussi
although	<u>kan</u> mem
always	touzour, toult <u>an</u>
America	l'Amérique
American	améri <u>kin</u>
among	parmi
amount (of money)	somm
and	é, ec
anger	colér
angry (become; cause to become)	<u>an</u> raz(é)
animals (small)	bébett
animals (large)	zanimó
annoy	anouy(é)
answer	ré <u>pon</u> ss
answer (to)	réponn
apple	pomm
approach (to)	costé
April	avril
approximately	apépré, <u>an</u> viron
arm	lébra

around	létour
arrange	ar <u>anz</u> (é), r <u>anz</u> (é)
arrangement	lord
arrangement (to make an)	fer (enn) lar <u>anzman</u>
arrive	ariv(é)
arrival	arivé
artisan	zouvrié
ask	dim <u>and</u> (é)
ask a question	poz enn kest <u>ion</u>
August	outt
aunt	t <u>ant</u> inn, mat <u>ant</u> t
average	m <u>wayen</u>

B

baby	ti baba, baba
back (of body)	lédo
backside (of body); in back (of)	dériér
backwards	ariér
back up	rékil(é)
bacon	béconn
bad	mové (pre-noun), fay (pre-noun)
badly	mal
bag	sac
baker	boul <u>anzé</u>
bakery	boul <u>anzri</u>

ball	boul
ball (celebration)	bal
balloon	bal <u>on</u>
banana	banann
bandage	ba <u>nd</u> az
barber	cwafér
basket	panié, corbey
basket (shopping)	ta <u>ntt</u>
bathe	bégn(é)
bathroom	lasamm-b <u>in</u>
battery (dry cell)	pil
battery (car)	batri
beak	labec
beans	zarico
beard	labarb
beat (to)	tap(é), bat(é)
beautiful	zoli
because	parski
because of	acoz
become	vini, vinn; finn
become angry	<u>an</u> raz(é)
become fat	grossi
bed	lili
beef	laviann bef
beer	labiér
before (in time)	ava <u>n</u>

begin	coumans(é)
begin again	récoumans(é)
beginning	coumansman
believe	crwar
below	an-ba
belt	sintir, sang
bench	ban
bend down	bess(é)
better	pli bon
between	antt
bicycle	bisiclett
big	gran, gro (pre-noun)
big (and nice)	bel (pre-noun)
bird	zwazo, zozo
bite (to)	mord(é)
bitter	amér
black	nwar
blackboard	tablo
blacksmith	forzron
blade	lamm
blanket	molton, moulton
blind	aveg
blond	blon
blood	disan
blouse	blouz
blow	cou

blow (to)	souflé
blow a car horn	t <u>romp</u> (é)
blow a whistle	siflé
blue	blé
board	plan <u>ss</u>
boat	bato
body	lécor
boil (to)	bwi
book	liv
bookstore	libréri
bone	lézo
bore, be bored	agass(é)
born	né
borrow money	pr <u>an</u> larzan prété
boss	bourzwa, patron
bottle	boutey
box	bwatt
boy	garson
boy friend	pwintér
branch	bran <u>ss</u>
bread	dip <u>in</u>
break (to)	cass(é)
breathe	respir(é)
brick	brik
bridge	pon
broom	balié

brown	<u>maron</u>
brush	bross
brush (to)	bross(é)
bucket	séo
build	<u>mont</u> (é), <u>aranz</u> (é)
bungalow (sea-side)	<u>campman</u>
burlap sack	gouni
burn (to)	bril(é)
bury	<u>antér</u> (é)
bus	biss
business	comerss, zafér
but	mé, bé
butter	dibér
button	<u>bouton</u>
buy (to)	asté
by (means of)	ec, ar
by (way of)	par

C

cabinet maker	ménizié
cake	gato
calf	vo
call (to), to be called (named)	apél(é)
camera	laparey
can (tin)	lamok
can (to be able)	capav

candle	labouzi
candy	<u>bonbon</u> , pasti, socola
capital (city)	capital
car	loto
card (playing)	cartt
care	<u>swin</u>
carpenter	ménizié, <u>sarpantié</u>
carry	sarié, amén(é)
case (in)	<u>tansion</u>
cat	satt
catch (to)	trap(é), may(é)
cause	lacozi
ceiling	<u>plafon</u> , twa
celebration	fett, bal
cemetery	simitiér
cent	sou
center	<u>santt</u>
certain	sir
chair	sez
chalk	lacré
chance	<u>sanss</u>
change (to)	<u>sanz</u> (é)
cheap	<u>bon</u> marsé
cheat (to)	<u>triang</u> (é), gor(é), <u>ambét</u> (é)
check (for bank)	sek, <u>manda</u>

cheek	lazou
cheese	fromaz
chest	lestoma
chicken	poul
chief	sef
child	<u>zanfan</u>
chimney	laséminé
chocolate	socola
choose	swazir
church service	lamess
cigarette	sigarett
city	sité
City Hall	Minisipalité
clam (local)	tek-tek
class	class
clean	prop
clean (to)	nétway(é)
clear	cler
clever	<u>malin</u>
client	<u>clian</u>
climb (to)	<u>mont</u> (é), <u>grimpé</u>
clinic	clinic
clock (alarm)	révey
close (to)	ferm(é)
clot (to)	cay(é)
cloth	tissi, latwal

clothes	<u>linz</u>
cloud	niaz
coast	lacott
coat	<u>manto</u>
cock (rooster)	cok
coffee	café
cold	fré
cold (to be)	gagn fré
color	coulér
comb	pegn
comb (to)	pégn(é)
come	vini, vinn
come back	révini, révinn
come from	sorti
comfortable	<u>confortab</u>
command (a)	lord
complain	plégn(é)
concert	<u>consér</u>
continue (to)	<u>continié</u>
contrary	lé <u>contrér</u>
contrary (on the)	o <u>contrér</u>
cook	cwizinié
cook (to)	cwi
cooking pot	caray
cooking pot (with long handle)	castrol
cooking pot (with two side-handles)	decsi, decti

cork	bousson
cork (to)	bouss(é)
corn	may
corner	cwin
cost	cout(é)
cotton	coton
couch	divan
cough (to)	tuoss(é)
count (to)	cont(é)
country	péi
country (vs. town)	lacampagn
courage	laforss, couraz
court (of law)	lacour
cousin (female)	couzinn
cousin (male)	couzin
cow	vass, bef
crazy	pagla
crazy (of a man)	fou
crazy (of a woman)	fol
cross (the street)	sot(é)
crow of the rooster	santé
crush (to)	craz(é)
cry (to)	plor(é), géle
cup	tass
cure (to)	swagn(é)
curious	kirié

curly	bouclé
curry	cari
curry powder	masala
cut (to)	coup(é), tay(é)
cutting season (cane)	lacoup
cyclone	siclonn

D

damage	déga
dance	<u>dan</u> ss
dance (to)	<u>dan</u> s(é)
danger	<u>dan</u> zé
dangerous	<u>dan</u> zéré
dare (to)	oz(é)
dark (in color)	<u>fons</u> é
dark (dim)	somm
day	zour
daytime	lazourné
deaf	sourd
death	lamor
deceive	ambét(é)
December	dessamm
decide	dessid(é)
decorate	décor(é)
deep	<u>fon</u>
deep (color, shade)	<u>fons</u> é

defect	défo
defend	défann
dentist	d <u>an</u> tiss
departure	dépar
descend	dessann
describe	décrire
desert	dézér
design	dess <u>in</u>
dessert	dessér
die (to)	mor
difference	difé <u>ran</u> ss
difficult	difissil
dig (to)	fouy(é), pioss(é)
dim	somm
dining room	lasamm-m <u>an</u> zé, lasal-m <u>an</u> zé
dinner	diné
direction	direc <u>sion</u>
director	directér
dirty	mal <u>an</u> g, sal
discuss	diskit(é)
dish	lassiett
dishonest	malonett
disorder	dézord
dispensary	disp <u>an</u> sér
disturb	dé <u>ran</u> z(é)
divide (to)	partaz(é)

do	fer
do (over)	référ
dock (boat)	ké
doctor	medsin, doctér
dog	lisien
domineering	dominér
donkey	bourik
door	laportt
double	doub (pre-noun)
dough	lapatt
down	<u>an</u> -ba
dozen	douzenn
drawer	tirwar
drawing	dessin
dress	rob
dress (to)	abiy(é)
drink	labwasson
drink (to)	bwar
drive (to)	condir(é)
driver	sofér
drop (to)	zét(é)
drop (of liquid)	goutt
druggist	farmassien
dry	sec
during	létan, pandan
dust	lapoussiér
duty	dévwar

E

each	sak
each one	sak enn
early	bonér
earn (to)	gagn(é)
earth	latér
easy	fassil, <u>simp</u>
eat	<u>manz</u> (é)
edge	bor
effort	zéfor
egg	dizef
eggplant	br <u>in</u> zel
eight	witt
elbow	coud
electricity	électrissité
eleven	<u>onz</u>
eleven o'clock	<u>onz</u> -er
embarrass	zén(é)
employ	<u>am</u> ploy(é)
employee	<u>am</u> ployé
empty	vid
empty (to)	vid(é)
end (of an event or period of time)	la <u>fin</u>
end (of an object)	boutt
end (to)	fini
enemy	lenmi
engineer	<u>inz</u> éniér

English	<u>anglé</u>
enjoy oneself	amiz(é)
enormously	térib
enough	assé
enter	<u>rantr</u> (é)
envelope	<u>lanvlop</u>
erase	éfass(é)
escape (to)	sov(é), bouré (vulgar)
especially	sirtou
evening (in the)	aswar
every	tou
every day	tou-lé-zour
every month	tou-lé-mwa
every morning	tou-lé-gr <u>an</u> mat <u>in</u>
every night	tou-lé-swar
every week	tou-lé-sémenn
every year	tou-lé-banané
everywhere	partou
exactly	zisté <u>man</u> , egzact <u>aman</u>
excuse (to)	eskiz(é)
excuse me	<u>pardon</u>
expensive	ser
explain	esplik(é)
extinguish	tegn
eyes	lizié
eyeglasses	linett

F

fabric	latwal
face	figir
factory	lizinn, moulin
fall (to)	tomb(é)
false	foss
family	fami
far	lwin
farmer	plantér
farming (growing fruits, veg., etc.)	plantassion
fast	rapid
fat (of people)	gro (pre-noun)
fat (of foods)	gra
fat (grease)	lagress
father	papa
fatal	térib
faucet	robiné
fault	fott, défo
favor	serviss
fear (to)	per
February	févrié
feel (to)	santi
fellow	boug
fever	lafiev
field	laplenn, caro
fifteen	kinz
fifth	sinkem, sinkiem

fifty	<u>sinkantt</u>
fight	lagér
fight (to)	bat(é), lagér
fill (to)	<u>rampli</u>
film	— — — fim
finally	<u>anfin</u>
find (to)	trouv(é)
find (after losing)	régagn(é), retrouv(é)
find out	découvrér
fine	<u>bien</u>
fine (a)	lamann
finger	lédwa
fingernail	<u>zong</u>
finish (to)	fini
fire	difé
first	prémié, promié (pre-noun), dabor
fish	pwasson, posson
fish (to), fishing	lapess
fisherman	pessér
fish-hook	lamson
fishing line	lalinn
fist	coutpwin
five	<u>sink</u>
five o'clock	<u>sink-er</u>
flag	pavion
flat	platt

flatter (to)	flat(é)
floor	létaz
flour	lafarinn
flow (to)	coul(é)
flower	fler
fly	mouss
fly (to)	<u>an</u> vol(é)
fog	briar
fold (to)	pli(é)
follow	swiv
foot	lipié
foot (12 in.)	pié
for	pou
forbid	défann, <u>am</u> press(é)
forehead	<u>fron</u>
foreigner	étr <u>an</u> zé
forest	d <u>an</u> bwa
forget	bli(é)
forgive	pardon(é)
fork	foursett
fortunate	éré, bonnééré
fortunately	<u>gran</u> mersi, rez <u>man</u>
forty	kar <u>an</u> tt
four	katt
four o'clock	katr-er
fourteen	katorz

fourth	katriem
fourth (1/4)	kar
free	lib, gratiss
freedom	liberté
French, Frenchman	fransé
Friday	v <u>andr</u> édi
friend	camarad, camwad
from	dépi
front (in), be in front	<u>an</u> <u>avan</u>
front of (in)	div <u>an</u>
fruit	fri
frying pan	pw <u>alon</u>
funny	comik
furniture	meb

G

gain (to)	gagn(é)
game	zoué
garage	garaz
garbage pail	touk salté
garden	zard <u>in</u>
garlic	lay
gas (for cooking)	gaz, mazout, pétrol
gasoline	less <u>anss</u>
gather	ramass(é)
gentle	douss

get	gagn(é)
get up	lévé
get well	dégazé
get work	gagn travay
'ghee' (melted butter)	<u>manteg</u>
ginger	<u>zinzamm</u> , zerzamm
girl, daughter	fi, tifi
girl friend (slang)	piess
give	don(é)
give back	<u>rand</u> (é)
glass	ver
glasses (eye)	linett
glue (to)	col(é)
go	al(é)
go backwards	rékil(é)
go down	dessann
go up	<u>mont</u> (é)
go up again	rémont(é)
goat	cabri
God	<u>Bondié</u>
good	<u>bon</u> (pre-noun)
goodbye	salam, orévwat
good morning	<u>bonzour</u>
good night	<u>bonswar</u>
government	<u>gouvernman</u>
grain	<u>grin</u>

grandfather	gran <u>an</u> -per
grandmother	gran <u>an</u> -mama
grass	lerb
gray	gri
grease	lagress
greasy	gra
green	ver
greet	salié
grind	craz(é)
group	group; bann, benn
grow (of persons or animals)	grandi
grow (of plants)	pouss(é)

H

habit	labitid, maniér
hair	sévé
hair (body)	pwai
half	lamwatié
hammer	marto
hand	lamin
handbag	sac, sacamin
handkerchief	mouswar
handle	lamanss
hang (an object)	mett <u>an</u> - <u>pandan</u>
happen	ariv(é)
happiness	lagété, lazwa

happy	éré, <u>contan</u>
harbor	por, larad
hard	dir
harvest	récolt
harvest (to)	récolt(é)
hat	sapo
have	éna, gagn(é)
have to	bizin
he	li
head	latett
heal	swagn(é), okip malad
health	las <u>anté</u>
hear	t <u>and</u> (é)
heart	lékér
heavy	lour
height	otér
help	éd(é), donn l <u>amin</u>
her, hers	li, so, pou li
here	issi
here is	ala
hide (to)	cassiett
high	ott
him	li
himself	li mem
his	so, pou li
history	zistwar

hit (to)	tap(é)
hoe	pioss
hoe (to)	pioss(é)
hold (to)	tini
hole	trou
homework	dévwar
honest	ziss, onett
hope	espér <u>anss</u> , lespwar
hope (to)	espér(é)
horn (of an animal)	corn
horn (of a car)	tromp
horse	souval, séval
hospital	lopital
hot	so
hot (to be)	gagn so
hotel	lotel
hour	lét <u>an</u> , ler-t <u>an</u> , -er-t <u>an</u> (e.g. s <u>in</u> k-er-t <u>an</u>)
house	lacaz
household	ménaz
how	coum <u>an</u> , par ki
how far	ki dist <u>anss</u>
how long (length)	ki long <u>ér</u>
how long (time)	comien <u>tan</u>
how many, how much	comien
humid	imid
hundred	s <u>an</u>

hungry (to be)	<u>fin</u> , gagn <u>fin</u>
hunting	lasass
hurricane	siclonn
hurry (to)	dégaz(é)
hurry (to be in a)	pressé
hurt	bless(é)
husband	mari

I

I	mo
ice	glasson
ice cream	sorbé
idea	lidé
identity	idantité
if	si
ill	malad
illness	maladi
illuminate	éclair(é)
illustration	zimaz
imagine (to)	mazin(é)
immediately	déswitt, toutswitt
impolite	malelvé
important	<u>importan</u>
impossible	<u>impossib</u>
in	<u>an</u> , <u>dan</u>
in order to	pou
independent	<u>indépandan</u>

industry	<u>indistri</u>
inexpensive	<u>bon</u> marsé
inquisitive	kirié
inside	lad <u>an</u> , <u>andan</u>
install	<u>instal</u> (é)
insult	<u>insilté</u>
insult (to)	<u>insilté</u>
intelligent	<u>intélizan</u> , mal <u>in</u>
interested	<u>intéressé</u>
interesting	<u>intéressan</u>
introduce (people)	pré <u>zant</u> (é)
invite	<u>invit</u> (é)
iron (metal)	féray
iron (for clothes)	caro
iron (to)	dress(é), répass(é)
island	lil
it	li
its	so

J

jacket	palto
January	<u>zanvié</u>
jar (glass)	po
join	<u>rantr</u> (é)
joy	lazwa, lagété
joyful	zwayé

judge	ziz
judge (to)	ziz(é)
July	zilié
jump (to)	sot(é)
June	zw <u>in</u> , z <u>in</u>
just now	zisté <u>man</u>

K

keep	gard(é)
kerosene	pétrol
key	laclé
kid (to)	badin(é)
kill (to)	touy(é)
kilogram	kilo
kilometer	kilomett
kiss	ba
kiss (to)	<u>am</u> brass(é)
kitchen	lacouzinn
knee	zénou
kneel (to)	azénou
knife	couto
knit	tricot(é)
know (to)	con(é)

L

ladder	lessel
lake	lamar

lamb	mout <u>on</u>
lamp	lal <u>amp</u>
landlord	propriétér
language	l <u>ang</u>
large	larz
last (final)	dernié
last (preceding)	passé
late	tar
lateness	rétar
later	talér
laugh, laugh at	riy(é)
law	lalwa
lay (eggs)	ponn
lead (a group)	com <u>and</u> (é)
leaf	fey
leak (to)	coul(é)
lean on	apiy(é)
learn	aprann
leave	kit(é)
left	goss
left hand	lamin <u>g</u> oss
leg	lazamm
lend	prét(é)
lentils	l <u>anti</u>
less	m <u>win</u>
lesson	less <u>on</u>

let (allow)	less(é)
let go of	larg(é)
let's	anou
Let's go eat.	Anou al <u>manzé</u> .
letter	lett
library	libréri
lie	<u>manti</u>
lie (to)	coz <u>manti</u> , <u>manti</u>
lie down (of people)	alongz(é)
lie down (of animals)	couss(é)
life	lavi
lift (to)	lév(é)
light	lalimiér
light (in color)	cler
light (in weight)	lézé
light (to)	alin(é)
light (to give)	éclér(é)
lightning	zéclér
like (similar)	couman
like this	coumsa
like (to)	<u>contan</u>
likeable	émab
line	lalinn
line (queue)	laké
lip	lalév
listen	écout(é)

liter	litt
little	ti, p'ti, piti
little (a)	<u>in</u> -pé
little bit	tiginn, tigitt
live (to)	viv
live in	abit(é), rest(é)
liver	léfwa
living room	salon
load (to)	sarz(é), <u>rampli</u>
loan	prét(é)
lobster	omar, oumar
long	<u>long</u> (pre/post noun)
how long (length)	comien <u>distan</u> ss
how long (time)	comien <u>tan</u>
look	regar
look at	gét(é)
look for	rod(é)
loose	lass
lorry	camion
lose	perdi
lose weight	mégri
lottery (to win a)	gagn lotri
love	lamour
love (to)	<u>contan</u>
low	ba
lower (to)	bess(é)

luck

sanss

lunch

dézéné

M

machine

massinn

make

fer

make fun of

foud(é), sican(é)

man

zomm

manner

maniér, fasson

many

boucou

map

map

March

marss

mark (to)

mark(é)

market

bazar

marry

marié

mason

masson

matches

zalimett

material

latwal, tissi

mattress

matla

Mauritian

morissien

Mauritius

Maurice

May

mé

maybe

kitfwa

me

mwa

meal

répa

mean (to)

vé-dir

measure (to)	mézir(é)
meat	laviann
mechanic	mécanissien
medicine	medsinn, meksinn
meeting	conféranss
melt	fonn
mention (to)	dir
merchant	comersan, marsan
mess	dézord
metal	métal
meter	mett
middle (in the)	omilié
midnight	minwi
mile	mil
milk	dilé
million	milion
mind	lespri
minute (60 seconds)	minitt
mirror	laglass
mischievous	mésansté
misfortune	malér
mislead	ambét(é)
Miss	mamzel
miss (to)	rat(é), mank(é)
mistake	fott
mistaken (be)	tromp(é)

mix (to)	brouy(é), mél(é)
modern	modern
moment (a)	enn timama
Monday	<u>lindi</u>
money	larzan, lamoné, cass
monkey	zaco
month	mwa
moon	lalinn
more	pliss, pli
morning	gran <u>matin</u>
mosquito	moustik
mother	mama, mami, ma
motorcycle	motosiclett
mountain	<u>montagn</u>
mouth	labouss
move (to)	<u>avans</u> (é)
movement	mouv <u>man</u>
movie	fim
movies, movie theater	sinéma
Mr., sir	missié
Mrs., ma'am	madamm
much	boucou
music	lamizik
mustache	moustass
mute	gaga
my	mo

nail	coulou
name	<u>non</u>
name (given)	tin <u>on</u>
name (to)	donn enn <u>non</u>
named (to be) (to be called)	apél(é)
narrow	tip'ti, p'ti
nationality	nass <u>ionalité</u>
natural	natirel
naturally	natirel <u>man</u>
near	pré, pré-cott, pré-ar, pré-ec
nearby	acosté, pré
necessary	nessessér
it is necessary to	fodé, bizin
neck	licou
necktie	cravatt
need (to)	bizin, bizwin
needle	zégwi
neighbor	vwazin
neither...nor	ni...ni
nephew	névé
net	filé
never	zame
nevertheless	<u>kan</u> mem
new	nef, nouvo (pre-noun)
news	nouvel
newspaper	lagazett

next	pro <u>s</u> in
nice	z <u>a</u> nti, zoli, b <u>o</u> n
niece	niess
night (evening)	aswar
night	lanwitt
nine	n <u>e</u> f
nine o'clock	nev-er
ninth	néviem
no	<u>n</u> on
nobody	personn
noise	tapaz
noodles (Chinese)	minn
noon	midi
north	lénor
nose	néné
not (negative marker)	pa
not yet	p' <u>a</u> ncor
note (down)	marké
notebook	cayé, carné
nothing	nar <u>i</u> en, nan <u>i</u> en
notice (to)	rémark(é)
November	novamm
now	astér
nurse (female)	<u>i</u> nfermiér, nerss
nurse (male)	<u>i</u> nfermié
number	niméro, sif

O

oblige (to), to be obliged	obliz(é)
occasionally	parfwa
o'clock (cf. hour)	-er (e.g. <u>sink</u> -er)
October	octob
octopus	ouritt, zouritt
of course	natirel <u>man</u> , <u>bien</u> sir
office	biro
often	sou <u>van</u>
oil	dilwil
okay	dacor, <u>bon</u>
okra	lalo
old	vié
on	lor
one	enn
onion	zogn <u>on</u> , zwagn <u>on</u>
only (adj.)	sel (pre-noun)
only (adv.)	nec, sel <u>man</u> , ziss
open	ouvér
operation (medical)	lopérass <u>ion</u>
opinion	lidé, lop <u>ion</u>
opposite	lé <u>contrér</u>
or	oub <u>ien</u> , swa, ouswa
orange (fruit)	zor <u>anz</u>
order, orders	lord
order (to)	com <u>and</u> (é)
ordinary	ordinér

other	lott
otherwise	<u>sinon</u>
our	nou
ours	pou nou
outside	déor
oven	four

P

page	paz
pail	séo
pain	dimal
paint	lap <u>intir</u>
paint (to)	penn
painting	tablo
pal (used in address)	matlo
pants	<u>calson</u>
pants (short)	sortt
papaya	papay
paper	papié
parcel	paké
part	par, parti
part (of any mechanical instrument)	piess
party (celebration)	fett
pass (to)	pass(é)
passenger	passazé
passport	passpor

path	<u>simin</u>
paw (of animal)	lapatt
pay	lapey
pay (to)	péy(é)
peace	lapé
peculiar	drol
pen	plim
pen (ball point)	'refill'
pencil	cré <u>yon</u>
people	dimoun
pepper (chili)	pim <u>an</u>
perhaps	kitfwa
person	dimoun, <u>zan</u>
pharmacist	farmassien
pharmacy	farmassi
phonograph	'pickup'
photograph	foto
photographer	fotograf
pick (tool)	pik
picture	zimaz
piece	morso, boutt
piece of cloth	pies?
pig	cos <u>son</u>
pile	ta
pillow	lorié
pillow case	tett lorié

pin	zé <u>pin</u> g
pin (hair)	zé <u>pin</u> g latett
pin (safety)	zé <u>pin</u> g nouriss
pineapple	zanana
pink	roz
pipe (for smoking)	pip
pipe (for water)	touyo
place	plass, <u>landrwa</u>
place (to)	plass(é), poz(é)
plane (tool)	rabo
plank	plan <u>ss</u>
plant	plan <u>tt</u>
plant (to)	plan <u>t</u> (é)
plate	lassi <u>ett</u>
play	pi <u>ess</u>
play (to)	zoué
pleasant (of people)	émab
pleasure	plé <u>zir</u>
pocket	poss
point (dot)	pw <u>in</u>
point (of pencils, needles, etc.)	pw <u>intt</u>
point out	mon <u>tré</u>
pole	poto
policeman	lapoliss
poor	mizér, pov
port	larad

position (job)	plass
possible	possib
possibly	capav, kitfwa
postman	faktér
post office	laposs
potato	pomdétér
pound	liv
pour (to)	vers(é)
power	pouvwar
praise (to)	flat(é)
prefer	préfér(é)
prepare	prépar(é)
price	pri
prick (to)	pik(é)
principal (a)	mett lécol
prize	pri
property	térin
public	pibli
pull tight (rope, etc.)	rédi
pumpkin	ziromon
punish	pini
purple	mov
purse	sac, sacamin
purse (coin)	portt-moné
push (to)	pouss(é)
put (to)	mét(é)
put down (to)	poz(é)

Q

quality	kalité
quantity	k <u>an</u> tité, mézir
quantity (sizable)	paké
question	kest <u>ion</u>
quickly	vitt
quiet	tr <u>an</u> kil
quite	bien

R

radio	radio
rag	sif <u>on</u>
rain	lapli
raise (an object)	lév(é)
raise (a child)	elvé
raise (a flag)	ris (é)
raise (livestock)	fer lelvaz, fer elvaz
rarely	rar <u>man</u>
rather	plito
raw	cri
razor	razwar
read (to)	lir
ready (be)	paré
really	rel <u>man</u>
reason	réz <u>on</u>
receive	ressévwar
recognize	réconett

record (phonograph)	disc
red	rouz
region	réz <u>ion</u>
religion	réliz <u>ion</u>
remain	rest(é)
remainder	léress
remember	rapel
remove	tir(é)
rent (to)	loué
repair (to)	ranz(é), aranz(é)
repair(s)	réparass <u>ion</u>
repeat	répét(é)
replace	rampl <u>ass</u> (é)
represent	repréz <u>ant</u> (é)
republic	répiblic
resemble	réss <u>ambl</u> (é)
rest (to)	répoz(é), poz(é)
restaurant	restor <u>an</u> , lotel
result	rézilta
return (to)	rétourn(é)
rib	cott
rice	diri, douri
ride (a bicycle)	montt
right (legal, moral)	drwa
right (direction)	drwatt
ring	bag

ring (wedding)	lalianss
ring (to)	son(é)
rip (to)	dessir(é)
ripe	mir
river	lariviér
robber	volér
roof	twá
room	lasamm, piess
rotten	gaté, pouri
round	<u>ron</u>
rubber	carotsou
ruler	lareg
run (to)	galoupé
run away (escape)	sové, bouré (vulgar)
run (of vehicle)	mars(é)
run over	craz(é)
rupee	roupi

S

sad	triss
sadness	lapenn
salt	disel
salute (to)	salié
same	parey, mem
sandal	savatt
sandal (made of old tire)	calpa

sandal (plastic)	<u>t</u> anga
sandalwood	<u>s</u> andal
Saturday	samdi
save	sov(é)
saw	<u>l</u> ansar
school	lécol
scissors	sizo
scream (to)	criy(é)
scrub (to)	frot(é)
sea	lamér
seashore	bor-lamér, bord-mer
season	sé <u>z</u> on
second	déziém
secondhand	ségonn- <u>m</u> in
secretary	sécrétér
section (of town)	kartié
see	trouv(é)
see again	rétrouv(é)
seed	lagr <u>i</u> n
seem	parett
seldom	rar <u>m</u> an
sell	<u>v</u> and(é)
send	<u>a</u> nvoy(é)
September	septamm, sektamm
servant (girl)	nénenn
service	serviss

seven	sett
seven o'clock	sett-er
seventh	sétiem
seventy	swasann-diss
several	pliziér
sew (to)	coud
shadow	<u>lombraz</u>
shake (to)	sacouy(é)
shake hands	ser <u>lamin</u>
share (to)	partaz(é)
sharpen (a pencil)	tay(é)
shave (to)	raz(é)
she	li
sheep	<u>mouton</u>
sheet (for bed)	dra
sheet (of paper)	fey papié
shirt	simiz
shoe	soulié, souyé
shoot	tir(é)
shop	<u>magazin</u> , laboutik
shop window	vitriinn
shop for household items (to)	fer <u>comission</u>
short	court
shoulders	zépol
shovel	lapel
show (to)	<u>montré</u>

shower	douss
sick	malad
side	coté
sideburns	carabi
sidewalk	trotwar
sight	lavi
sign (to)	sign(é)
signature	signatir
silence	sil <u>an</u> ss
silver	arzan
simple	s <u>imp</u>
since (because)	piské, pwiské
since (time)	dépi
sing (to)	s <u>ant</u> (é)
single (sole)	sel (pre-noun)
single (unmarried)	zenn <u>zan</u> , zenn fi
sir	missié
sister	ser
sit (down)	assiz(é)
six	siss
six o'clock	siz-er
sixteen	sez
sixth	siziem
sixty	swass <u>ant</u> t
skin	lapo
skinny	meg

skirt	zipp
sky	lésiel, lisiel
sleep	dormi
sleepiness	somey
sleeve	lam <u>anss</u>
slow	<u>lan</u>
slowly	dousma, <u>lantman</u>
small	piti, ti
small (very)	tip'ti
smart	mal <u>in</u>
smell (to)	s <u>anti</u>
smelly	pi
smile	sourir
smile (to)	fer enn ti sourire
smoke	lafimé
smoke (to)	fim(é)
snow	lanez
soap	savon <u>u</u>
soap (for bathing)	savonett
socks	sossett
soft	mou, mol
soft (of cloth)	<u>fin</u>
soil	latér
soldier	solda
sole	sel (pre-noun)
solid	solid

some	<u>in</u> -pé
someone	kikenn
something	kitsoz
sometimes	parfwa
soon	talér
sore	fer dimal
soreness	dimal
sort out (to)	triy(é)
sound	<u>son</u>
soup	lasoup
south	lésid
sow (to)	sém(é), <u>plant</u> (é)
spacious	larz
spare tire	stepni, stepné
speak	coz(é)
speed	vitess
spend	dép <u>ans</u> (é)
spice(s)	zé piss
spill (to)	vers(é)
spit (to)	crass(é)
spoon	couyér
sport	sportt, spor
spring (of water)	lasourss
square	caré
squeeze (to)	press(é), <u>cwins</u> (é)
staircase	lescalié

stand (to)	dibout(é)
star	zétwal
station (for bus, train)	lagar
station (radio or TV)	poss
steal	cokin
steam	lavapér
step	pa
stick	baton
stick (to)	col(é)
stiff	red
sting (to)	pik(é)
stir (to)	brouy(é)
stocking	sossett, léba
stomach	vantt
stone	ross
stop (to)	arét(é)
stop up	bouss(é)
store	magazin, laboutik
story (of a building)	létaz
story	zistwar
stove	resso
straight	drwatt
strange	drol (pre-noun)
stranger	étranzé
straw	lapay
street	simin, simé, lari

strength	laforss
strike (to hit)	tap(é)
strike (of workers), to strike	lagrev, fer lagrev
string	lafissel, lacord
strong	for
student	zélev
study	létid
study (to)	aprann
stupid	bett
succeed	ressi
sugar	disic
sugar cane	cann
sugar-estate	tablisman
suitcase	valiz
summer	lété
sun	soley
Sunday	dimanss
support (by leaning against)	apiy(é)
sure (be)	sir
surely	sirman
surprise	sirpriz
surprised (to be)	ress bett
surround	antour(é), fer létour
swamp	lamar
swear	zour(é)
sweater	trico

sweep (to)

sweet

swim

balié

dou

naz(é)

T

table

tail (animal's)

tailor

take

take again

take care of

take care of (medically)

take place

talk (to)

tall

tap

task

taxi

tea

teach

teacher

tear (to)

telegram

telephone

telephone (to)

television

tell

latab

laké

tayér

pran, amén(é)répran

okip(é)

swagn(é)

éna lié

coz(é)

long (pre/post noun)

tap(é)

dévwar

taxi

dité

montré

professér

dessir(é)

télégramm

téléfonn

téléfon(é)

télévizion

dir

tell (a story)	racont(é)
ten	diss
ten o'clock	diz-er
tender	tann
tent	latantt
tenth	diziem
than	ki
thanks	mersi
that	sa, sa-mem
that way	coumsa, comsa
theater	téat
them	zott
then	answitt, apré, ler-la
there	la-ba
there (is, are)	éna
there (right)	la-mem
they	zott
thick	épé
thief	volér
thin	minss
thing	kitsoz, kiksoz, zafér
think (to)	pans(é)
think of (to)	mazin(é)
third	twaziem
thirsty	swaf, gagn swaf
thirteen	trez

thirty	tr <u>an</u> tt
this	sa
thousand	mil
thread	difil
three	trwa
three o'clock	trwaz-er
throw (to)	<u>an</u> voy(é)
throw down, throw away	zét(é)
thunder	loraz
Thursday	zédi
ticket	biyé
tie (neck)	cravatt
tie up	amar(é), atass(é)
time	lét <u>an</u> , t <u>an</u>
time (all the)	toult <u>an</u> , toulét <u>an</u>
time (instance)	fwa
time (o'clock)	ler
time (to have the)	gagn lét <u>an</u>
tire	carotsou, larou
tired	fatigé
tobacco	taba
today	zordi, zourdi
toe	lédwa lipié
toenail	<u>zong</u> lipié
together	<u>ans</u> amm
toilet	drénaz, cabiné

tomato	tomatt, pomdamour
tomorrow	dim <u>in</u>
tongue	lal <u>ang</u>
too (also)	oussi
too, too much	tro, tro boucou
tools	zouti
tooth	léd <u>an</u>
touch (to)	touss(é)
tour (to)	vacarn(é)
towel	serviett
tower	tour
town	lavil
town (to, in)	<u>an</u> -vil
toy	zouzou
tractor	tractér
train	tr <u>in</u>
travel (for pleasure)	vacarn(é)
treat (medically)	swagn(é)
tree	pié
trip (short)	létour
truck	çam <u>ion</u>
true	vré
truth	lavérité
try	séy(é)
Tuesday	mardi
turn (to)	tourn(é), vir(é)

turn off, out

tégn(é)

twelve

douz

twenty

vin

twice

dé fwa

two

dé

two o'clock

dez-er

U

ugly

vilin

uncertain

pasir

uncle

tonton

under

an-ba

understand

compran

undress

dézabiy(é)

unemployed (person)

somér

unhappy

maléré

unload

dessarz(é)

unloosen

larg(é)

unlucky

mofinn

unmarried

zenn zan, zenn fi

untie

larg

until

ziska

up there

lor-la

us

nou

use (to)

servi

used (not new)

izé, ségonn-min

useful
usually

itil
dabitid

V

vacation (a)
vaccinate
vanilla
vapor
vegetable
vendor
very
view
village
villager
volunteer
voyage

conzé
vacsin(é)
lavani
lavapér
légin
marsan
bien
vi
vilaz
campagnar
volontér
vwayaz

W

wages
wagon
wait for
waiter
wake up
walk (to)
wall
wallet
want (to)

lapey
sarett
atann, aspér(é)
garson, servér
lév(é)
mars(é)
mir, miray
portt-fey, bourss
lé, oulé; anvi

war	lagér
wardrobe	larmwar
warn	prevni
warrant	<u>manda</u>
wash (to)	lav(é)
wash basin	kivett
watch (timepiece)	<u>montt</u>
watch (to)	gét(é)
watch out!	at <u>ansion</u> !
watch out (to)	fer at <u>ansion</u>
water	dilo
way	fass <u>on</u> , maniér
way (this/that)	coumsa, comsa
we	nou
weak	feb
wealthy	riss
weapon	zarm
wear	mété
Wednesday	mercredi
week	sémenn
weigh	péz(é)
weight	pwa
welfare (money)	lassist <u>anss</u> -public
well (interj.)	alor, ab <u>in</u>
well	<u>bien</u>
well (get)	dégazé

well-mannered	bien <u>elvé</u>
west	louess
wet	mouy(é)
what	ki
wheel	larou
when	<u>kan</u>
whenever	n <u>importt</u> <u>kan</u>
where	acott
while	lét <u>an</u> , pand <u>an</u>
white	bl <u>an</u>
why	kifér
wide	larz
win	gagn(é)
wind	div <u>an</u>
window	lafnett
wine	div <u>in</u>
wing	lézel
winter	livér
wipe	souy(é)
with	ar, ec, avec
woman	famm
wood	dibwa
wool	lalenn
word	mo
work	travay
work (to)	travay

worker (skilled)	zouvrié
worker (unskilled)	labourér
workshop	latélié
world	lémonn
worse	pir
worth (be)	vo
would	ti pou
wound	dimal
wound (to)	bless(é)
wrap	<u>an</u> vlop(é)
wrist	pwagné
write	écrire
wrong	mal

Y

yard	lacour
year	banané
yellow	zonn
yes	wi, wé
yesterday	ier
you (formal)	ou
you (familiar)	to, twa
you (plural)	zott
young	zenn (pre-noun)
your (formal)	ou
your (familiar)	to

your (plural)

zott

yourself (formal)

ou-mem

yourself (familiar)

to-mem

yourselves

zott-mem

Z

zero

zéro